| **CARD 9**  **Template for continuous blending** | |
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| **TASK** | Explanation AND SCRIPT |
| **PREPARATION** | Write words for the lesson on the board. |
| **SIGNALING PROCEDURE** | |  |  |  | | --- | --- | --- | | **Blending** | **Do** | **Say** | | **Focus** | Point just to the left of word.\* | **Blend.** | | **Wait time** | 1 second |  | | **Signal for student response** | Loop finger quickly from letter to letter. Touch under each letter for 1-2 seconds for continuous sounds and an instant for stop sounds.\*\* |  | | **Word Reading** | **Do** | **Say** | | **Focus** | Immediately, point just to the left of word. | **Word?** | | **Wait time** | None |  | | **Signal for student response** | Slide hand quickly under word. |  | | \* For words beginning with a stop sound, start by pointing under the first letter.  \*\* For words that contain letters that make stop sounds in the middle or at the end of the word, move quickly off those letters. | | | | EXAMPLE   1. Write *slam* on the board. 2. Point just to left of the *s* and say: ***Blend.*** 3. Loop finger quickly from letter to letter. Touch under each letter for 1-2 seconds. Students should say each sound as long as you touch under each letter. 4. Immediately point again to left of word. 5. Then say: ***Word?*** And slide hand under whole word quickly. | | | |
| 1. **EXPLAIN TASK**   Briefly name and explain the task to students before starting the activity. | Say: ***Today you’ll practice blending individual sounds to make words. When I touch under a letter you’ll say the sound for that letter. When you blend, don’t stop between the sounds. When I slide under the whole word, you’ll say the word.*** |
| 1. **MODEL RESPONSE**   Model desired response to the task with several examples using signaling procedure. | (Model only the first couple of times you do this template.)  Say: ***I’ll model for you how to blend two words. My turn.***  Model for students, using the signaling procedure above, with only the teacher responding. |
| 1. **PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES UNTIL KNOWLEDGE APPEARS TO BE SOLID** | Say: ***Your turn.***  Provide practice using the signaling procedure above, with only students responding. |
| **4. CORRECTION PROCEDURE** | To correct students:  Sound Error:  Say: ***My turn. Sound? /\_\_\_/. Your turn. Sound?*** Model sound, then have students repeat sound.  Say: ***Let’s start over.*** Then return to beginning of word.  Blending Error:  Use signaling procedure to model blending correctly.  Say: ***My turn.***  Lead students in blending. Teacher responds with students.  Say: ***Do it with me.***  Test students on blending step. Say: ***Your turn. Blend.***  Repeat word from beginning using signaling procedure.  Back up two words, re-present missed word, and then continue on. |
| **5. INDIVIDUAL TURNS** | When it appears that the group is consistently answering all items correctly, provide individual turns as a check. Call on several students for one word each. Call on students in an unpredictable order. Call more frequently on students who made errors. |

Templates originally developed for use with Reading First Program Specific Professional Development with Modifications for At-Risk Readers. National Center for Reading First Technical Assistance. Modified by TACS, University of Oregon.