| **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** |

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| **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.  |
| EXAMPLE1. 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.

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| 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.