| ERI | |
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| CB Card | 1 |

Template for Continuous Blending **For CB Lessons 54-58**

| CD Cura I | **For CB Lessons 54-58** | | | | | |
|-----------------------|--|--|---|---------------|--|--|
| St | eps | Explanation/Script | | | | |
| TASK | | Continuous Blending | | | | |
| PREPARATION SIGNALING | | Prior to the lesson, write the words from today's Lesson Map on the board, in a column, in large print. | | | | |
| Use appropriat | | Blending Do Say | | | | |
| elicit unison st | | Focus | Point just to the left of word | Blend | | |
| responses. | | Wait time | 1 second | | | |
| responses. | | Signal for student response | Loop under each letter, moving forward every 2 seconds, without stopping between the sounds | | | |
| | | Word Reading | | | | |
| | | Focus | Immediately, point just to the left of word | What Word? | | |
| | | Wait time | 1 second | | | |
| | | Signal for student response | Sweep hand swiftly under word | | | |
| | | EXAMPLE 1. Write fan on board. | | | | |
| | | Point to left of the f and say: Blend. Loop under each letter every 2 seconds to prompt students to see each sound, without stopping between the sounds. Immediately point again to left of word. Then say: What Word? and sweep hand under whole word sw | | | | |
| the task to | TASK ne and explain o students prior the activity. | Say: Today you'll practice blending 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. | | | | |
| to the task | ASK ired response k with several using signaling | Say: <i>I'll show you how to blend sounds into words. My turn.</i> Model for students, using the signaling procedure above, with only teacher responding. Be sure to hold each sound for 2 seconds and don't stop between the sounds. Model with just the first two words. | | | | |
| procedure | above. | Step 1- Lead - Say: Do it with me . Blend Lead students in blending, responding with them. Do the lead with each word (for lessons 54-58 only) | | | | |
| USING W GROUP R | ESPONSES NOWLEDGE | Step 2. Say: Your turn. Blend Provide practice on all words, using the above signaling procedure with only students responding. Be sure that students are staying with your signal, holding each sound and blending smoothly. | | | | |
| | ive signaling, g, and pacing | Praise students: You blended all the sounds to make the word | | | | |
| procedure | | (CONTINUED ON NEXT PAGE) | | | | |

4. CORRECTION PROCEDURE

To correct students:

Sound Error:

- Model sound, then have students repeat sound. Say: My turn. /__/.
 Your turn. /__/
- Then return to beginning of word. Say: Let's start over.

Blending Error:

- Use signaling procedure to model blending correctly.

 Model: Say: *My turn.* (model correct blending of the word)
- Say: **Do it with me.** (Lead students in blending. Teacher responds with students.)
- Say: **Your turn. Blend.** (Test students on blending)
- Repeat word from beginning using signaling procedure.
- Back up two words, re-present missed word, and then continue on.

5. INDIVIDUAL TURNS

| ERI CB Card 2 | Template for Continuous Blending **For CB Lessons 59-72** | | | |
|--|--|--|--|---------------|
| Steps | | Explanation/Script | | |
| TASK | (| Continuous Blending <u>wi</u> | thout teacher model and lead. | |
| PREPARATION | | Prior to the lesson, writ | e the words from today's Lesson M arge print. | lap on the |
| SIGNALING PROCI | EDURE _ | , , , , , , , , , , , , , , , , , , , | | |
| Use appropriate signa | ais to | Blending | Do | Say |
| elicit unison student | | Focus | Point just to the left of word | Blend |
| responses. | | Wait time | 1 second | |
| | | Signal for student | Loop under each letter, moving | |
| | 11 | response Word Reading | forward every 2 seconds | |
| | | Focus | Immediately, point just to the left of word | What Word? |
| | | Wait time | 1 second | |
| | | Signal for student response | Sweep hand swiftly under word | |
| 1. EXPLAIN TASK Briefly name and the task to stude to starting the ac | explain ints prior | each sound, without stopping between the sounds. 4. Immediately point again to left of word. 5. Then say: What Word? and sweep hand under whole word swiftly. Say: Today you'll practice blending sounds to make words. Remember, when I touch under a letter you'll say the sound for that letter. When you blend, don't stop between the sounds. | | |
| | | (Note: there is no teacher model and lead from this lesson forward, only as a correction procedure) | | |
| 2. PROVIDE PRAC USING WHOLE GROUP RESPO UNTIL KNOWL APPEARS TO B | - STICE - SES EDGE | Provide practice on all words, using the above signaling procedure with only students responding. Be sure that students are staying with your signal, holding each sound and blending smoothly. | | |
| SOLID Use effective sigr monitoring, and procedures. | idiling, | Praise students: You blended all the sounds in the word | | |
| | (| CONTINUED ON | NEXT PAGE) | |

3. CORRECTION PROCEDURE

To correct students:

Sound Error:

- Model sound, then have students repeat sound. Say: My turn. /__/.
 Your turn. /__/
- Then return to beginning of word. Say: Let's start over.

Blending Error:

- Use signaling procedure to model blending correctly.
 Model: Say: My turn. (model correct blending of the word)
- Say: **Do it with me.** (Lead students in blending. Teacher responds with students.)
- Say: **Your turn. Blend.** (Test students on blending)
- Repeat word from beginning using signaling procedure.
- Back up two words, re-present missed word, and then continue on.

4. INDIVIDUAL TURNS

| ER: | [|
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| PB | Card |

Template for Phoneme Blending Instruction – Continuous For Lessons 45-69

| | Chana | | Fundamentian / Conint | |
|----|--|---|---|---|
| | Steps | Explanation/Script | | |
| TA | SK | Phoneme blending | | |
| PR | EPARATION | Have words from | esson map available. This is an | |
| SI | GNALING PROCEDURE | Focus | Do Hold up one finger at a time, | Say |
| | e appropriate signals to elicit | (hold up your | left to right from student | mmmaaannn |
| | son student responses. | right fist, | perspective; as you say each | IIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIII |
| | | fingers closed | sound, holding each sound | |
| | | and facing you) | for 2 seconds and without | |
| | | | stopping between the | |
| | | | sounds | |
| | | Wait time | None | What word? |
| | | Signal for | Quickly slash index finger | |
| | | student | from left to right from | |
| | | response | student perspective | |
| | MODEL RESPONSE Model desired response to the task with several examples using signaling procedure above. PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES UNTIL | (Model only the first couple of times you do this task.) Say: I'll show you how to blend the sounds I say into a word. I'll do two words. My turn. Model for students, using the signaling procedure above, with only teacher responding, using the words "ram" and "fun" Say: I'll say the sounds in a word. When I signal, you say the word. Your turn. (use the day's lesson map examples) Provide practice using the above signaling procedure with only students responding. | | |
| | UNDERSTANDING APPEARS TO BE SOLID Use effective signaling, monitoring, and pacing procedures. | To correct students: Use signaling procedure above with only teacher responding to correct students. Say: My turn, rrraammm. What word? ram. After you model, use signaling procedure above with only students | | |
| 4. | CORRECTION PROCEDURE | responding to have them repeat correct responses. Say: Your turn, rrraaammm. What word? (ram) Back up two items and continue. | | |
| 5. | INDIVIDUAL TURNS | When 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. Present the sounds first, then call on a student for the word. | | |

| ERI SOW Card | Template for Sounding Out Words on Paper For Lessons 69-96 | | | |
|--|--|--|---|--|
| Steps | Explanation/Script | | | |
| TASK | Sounding out words o | | | |
| | | • | | |
| PREPARATION | Have the word reading | g sheets ready to pass out | | |
| SIGNALING PROCEDUR | E Focus | Do | Say First, you'll tell me the | |
| Use appropriate signals to elicit unison student responses. | locus | | sounds in a word, then you'll blend the sounds together to read the whole word. Put your finger on the star (for the 1 st word) Get ready. | |
| | Wait time | 1 second | det reddy. | |
| | Signal for student | | | |
| | response | (check responses) | | |
| | Focus | | What sound will you say first? | |
| | Wait time | 1 second | | |
| | Signal | Tap, clap or snap | | |
| | Focus | | What sound will you say next? | |
| | Wait time | 1 second | | |
| | Signal for student | | | |
| | response | (check responses) | | |
| | Continue for each letter in the word | | | |
| NOTE: After 5-10 lessons, if students are firm on the sequence of sounds, you may drop the initial steps | u ps | | Go back to the first letter. When I signal, touch and say each sound and don't stop between the sounds. Get ready. | |
| and go right to this step | wait tille | 1 second | | |
| of saying the sounds without stopping in between. | Signal | Tap, clap or snap at 2-second intervals, as students touch and say sounds, moving to the next sound without stopping | | |
| | Focus | | Say it quickly. | |
| | Wait time | 1 second | | |
| | Signal | Tap, clap or snap (check responses) | Yes, | |
| | Focus | | What's the word? | |
| | Wait time | 1 second | | |
| | Signal | Tap, clap or snap (check responses) | | |

1. EXPLAIN TASK

Briefly name and explain the task to students prior to starting the activity.

2. MODEL TASK

Model desired response to the task with several examples using signaling procedure above.

3. PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES UNTIL KNOWLEDGE APPEARS TO BE SOLID

Use effective signaling, monitoring, and pacing procedures.

4. CORRECTION PROCEDURE

EXAMPLE

Say: **Now you'll practice blending the sounds in a word, then saying the word.** (Model only the first couple of times you present this template.)

Say: I'll show you how to blend the sounds in a word, then say the word. My turn.

Model for students, holding a student paper so all can see it, using the signaling procedure above, with only teacher responding.

Say: **Now it's your turn.**

Give each student today's word reading paper. Provide practice using the above signaling procedure with only students responding.

Praise students: "You blended the sounds and then you said the whole word!"

To correct students:

Touching/pointing error:

- If all students are not touching each letter in sequence when you signal, stop. Praise those who are following and say " I need to see everyone touching each letter right when I signal."
- · Physically assist students if needed.
- Then return to beginning of word. Say: "Let's start over."

Sound error:

- Stop if you hear an error.
- Say the correct sound (mmm)
- "Everybody, what sound?"
- "Go back to the first sound."

Blending error:

- If students stop in between the sounds, stop and say, "Don't stop between the sounds. My turn." (model)
- Say, "Do it with me."
- Say, "Your turn." (check responses. Repeat if needed)

5. INDIVIDUAL TURNS

| ER | I |
|----|------|
| TL | Card |

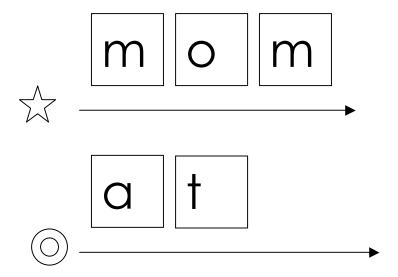
Template for Touching Letters for Word Reading

| TL Card | For Lessons 64-65 (or for later remediation if needed) | | | |
|--|--|--|------------------------|---|
| Steps | | Explanation/Script | | |
| TASK | Touching lett | Touching letters for word reading on paper | | |
| PREPARATION | Have the wor | Have the word reading sheets ready to pass out to students | | |
| SIGNALING PRO | | | Do | Say |
| Use appropriate sig elicit unison studen responses. | | | | When I signal, put your finger on the star (for the 1 st word). Get ready. |
| | Wait time | 1 second | d | |
| | Signal for | | p or snap | |
| | response | (check r | esponses) | |
| | Focus | | | Touch the letter in the first box. |
| | Wait time | 1 second | | |
| | Signal for | | p or snap | |
| | response | (check r | esponses) | T 1 11 1 11 1 |
| | Focus | | | Touch the letter in the next box |
| | Wait time | 1 second | | |
| | Signal | (check r | p or snap esponses) | |
| | Continue for letter in the | | | |
| | Focus. Repeat wit next word. | | | When I signal, put your finger on the donut. Get Ready. |
| 1. EXPLAIN TAS Briefly name ar the task to stud to starting the | nd explain dents prior activity. | <u>EXAMPLE</u> | | |
| 2. MODEL TASK Model desired is to the task with examples using procedure above. | response Say: <i>I'll sho</i> Model for stu- g signaling signaling prod | Say: <i>I'll show you how to touch the letters in a word. My turn.</i> Model for students, holding a student paper so all can see it, using the signaling procedure above, with only teacher responding. | | |
| 3. PROVIDE PRAUSING WHOL | Give each stu above signaling | Say: Now it's your turn. Give each student today's word reading paper. Provide practice using the above signaling procedure with only students responding. | | |
| UNTIL KNOW APPEARS TO SOLID | i i dibe bedaeii | ts: "You touched | each letter in tl | he word right when I |
| Use effective si monitoring, and | | | | |
| procedures. | (CONTINU | JED ON THE NI | EXT PAGE) | |

| 4. CORRECTION PROCEDURE | To correct students: If all students are not touching each letter in sequence when you signal, stop. Praise those who are following and say " I need to see everyone touching each letter right when I signal." Physically assist students if needed. Then return to beginning of word. Say: Let's start over. |
|-------------------------|---|
| 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. |

(Example of student word reading sheet for less. 64-65)

Lesson 64



| ERI | |
|------------|------|
| TSS | Card |

Template for Touching and Saying Sounds for Word Reading For Lessons 66-68

| 133 Caru | For Lessons 66-68 | | | | |
|--|--------------------------------------|---|--|--|--|
| Steps | | Explanation/Script | | | |
| TASK | Touching and saying so | Touching and saying sounds for word reading on paper | | | |
| PREPARATION | Have the word reading | Have the word reading sheets ready to pass out to students | | | |
| SIGNALING PROCEDUR | E | Do Say | | | |
| Use appropriate signals to elicit unison student responses. | Focus | | When I signal, put your finger on the star (for the 1 st word) Get ready. | | |
| | Wait time | 1 second | | | |
| | Signal for student | Tap, clap or snap | | | |
| | response | (check responses) | | | |
| | Focus | | Touch under the letter in the first box. | | |
| | Wait time | 1 second | | | |
| | Focus | | What sound? | | |
| | Wait time | 1 second | | | |
| | Signal for student response | Tap, clap or snap (check responses) | | | |
| | Focus | (check responses) | Touch under the letter in the next box. | | |
| | Wait time | 1 second | | | |
| | Focus | | What sound? | | |
| | Wait time | 1 second | | | |
| | Signal | Tap, clap or snap (check responses) | | | |
| | Continue for each letter in the word | | | | |
| EXPLAIN TASK Briefly name and expla the task to students pri | | | When I signal, put your finger on the donut. Get Ready. | | |
| to starting the activity. | EXAMPLE | | | | |
| 2. MODEL TASK Model desired response to the task with severa | sounds in a word. | _ | | | |
| examples using signalir procedure above. | (| | ers AND say the sounds in | | |
| 3. PROVIDE PRACTICE | | Model for students, holding a student paper so all can see it, using the signaling procedure above, with only teacher responding. | | | |
| USING WHOLE- GROUP RESPONSES UNTIL KNOWLEDGE APPEARS TO BE SOLID | Give each student toda | Say: Now it's your turn. Give each student today's word reading paper. Provide practice using the above signaling procedure with only students responding. | | | |
| Use effective signaling, | | said all the sounds | in that word correctly!" | | |
| monitoring, and pacing procedures. | (CONTINUED ON | (CONTINUED ON THE NEXT PAGE) | | | |

4. CORRECTION PROCEDURE

To correct students:

Touching/pointing error:

- If all students are not touching each letter in sequence when you signal, stop. Praise those who are following and say " I need to see everyone touching each letter right when I signal."
- Physically assist students if needed.
- Then return to beginning of word. Say: Let's start over.

Sound error:

- Stop if you hear an error.
- Say the correct sound (mmm)
- "Everybody, what sound?"
- "Go back to the first letter."

5. INDIVIDUAL TURNS