

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

Steps	Explanation/Script																								
<p><b>TASK</b></p> <p><b>PREPARATION</b></p> <p><b>SIGNALING PROCEDURE</b> Use appropriate signals to elicit unison student responses.</p>	<p>Continuous Blending</p> <p>Prior to the lesson, write the words from today’s Lesson Map on the board, in a column, in large print.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Blending</th> <th style="width: 33%;">Do</th> <th style="width: 33%;">Say</th> </tr> </thead> <tbody> <tr> <td><b>Focus</b></td> <td>Point just to the left of word</td> <td><b><i>Blend</i></b></td> </tr> <tr> <td><b>Wait time</b></td> <td>1 second</td> <td></td> </tr> <tr> <td><b>Signal for student response</b></td> <td>Loop under each letter, moving forward every 2 seconds, without stopping between the sounds</td> <td></td> </tr> <tr> <td colspan="3"><b>Word Reading</b></td> </tr> <tr> <td><b>Focus</b></td> <td>Immediately, point just to the left of word</td> <td><b><i>What Word?</i></b></td> </tr> <tr> <td><b>Wait time</b></td> <td>1 second</td> <td></td> </tr> <tr> <td><b>Signal for student response</b></td> <td>Sweep hand swiftly under word</td> <td></td> </tr> </tbody> </table>	Blending	Do	Say	<b>Focus</b>	Point just to the left of word	<b><i>Blend</i></b>	<b>Wait time</b>	1 second		<b>Signal for student response</b>	Loop under each letter, moving forward every 2 seconds, without stopping between the sounds		<b>Word Reading</b>			<b>Focus</b>	Immediately, point just to the left of word	<b><i>What Word?</i></b>	<b>Wait time</b>	1 second		<b>Signal for student response</b>	Sweep hand swiftly under word	
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<p><b>1. EXPLAIN TASK</b> Briefly name and explain the task to students prior to starting the activity.</p> <p><b>2. MODEL TASK</b> Model desired response to the task with several examples using signaling procedure above.</p> <p><b>3. PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES UNTIL KNOWLEDGE APPEARS TO BE SOLID</b> Use effective signaling, monitoring, and pacing procedures.</p>	<p><b>EXAMPLE</b></p> <ol style="list-style-type: none"> <li>Write <i>fan</i> on board.</li> <li>Point to left of the <i>f</i> and say: <b><i>Blend.</i></b></li> <li>Loop under each letter every 2 seconds to prompt students to say each sound, without stopping between the sounds.</li> <li>Immediately point again to left of word.</li> <li>Then say: <b><i>What Word?</i></b> and sweep hand under whole word swiftly.</li> </ol> <p>Say: <b><i>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.</i></b></p> <p>Say: <b><i>I’ll show you how to blend sounds into words. My turn.</i></b> Model for students, using the signaling procedure above, with <u>only teacher responding. Be sure to hold each sound for 2 seconds and don’t stop between the sounds.</u> Model with just the first two words.</p> <p>Step 1- Lead - Say: <b><i>Do it with me. Blend</i></b> Lead students in blending, responding with them. Do the lead with each word (for lessons 54-58 only)</p> <p>Step 2. Say: <b><i>Your turn. Blend</i></b> Provide practice on all words, using the above signaling procedure with <u>only students responding. Be sure that students are staying with your signal, holding each sound and blending smoothly.</u></p> <p>Praise students: <b><i>You blended all the sounds to make the word _____.</i></b></p> <p align="center"><b>(CONTINUED ON NEXT PAGE)</b></p>																								

<p><b>4. CORRECTION PROCEDURE</b></p>	<p><u>To correct students:</u>  Sound Error:</p> <ul style="list-style-type: none"> <li>• Model sound, then have students repeat sound. Say: <b>My turn.</b> /___/.  <b>Your turn.</b> /___/</li> <li>• Then return to beginning of word. Say: <b>Let's start over.</b></li> </ul> <p>Blending Error:</p> <ul style="list-style-type: none"> <li>• Use signaling procedure to model blending correctly.  Model: Say: <b>My turn.</b> (model correct blending of the word)</li> <li>• Say: <b>Do it with me.</b> (Lead students in blending. Teacher responds with students.)</li> <li>• Say: <b>Your turn. Blend.</b> (Test students on blending)</li> <li>• Repeat word from beginning using signaling procedure.</li> <li>• Back up two words, re-present missed word, and then continue on.</li> </ul>
<p><b>5. INDIVIDUAL TURNS</b></p>	<p>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.</p>

**Template for Continuous Blending**  
**\*\*For CB Lessons 59-72\*\***

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<p><b>TASK</b></p> <p><b>PREPARATION</b></p> <p><b>SIGNALING PROCEDURE</b> Use appropriate signals to elicit unison student responses.</p>	<p>Continuous Blending <u>without teacher model and lead.</u></p> <p>Prior to the lesson, write the words from today's Lesson Map on the board, in a column, in large print.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 33%;">Blending</th> <th style="width: 33%;">Do</th> <th style="width: 33%;">Say</th> </tr> </thead> <tbody> <tr> <td><b>Focus</b></td> <td>Point just to the left of word</td> <td><b><i>Blend</i></b></td> </tr> <tr> <td><b>Wait time</b></td> <td>1 second</td> <td></td> </tr> <tr> <td><b>Signal for student response</b></td> <td>Loop under each letter, moving forward every 2 seconds</td> <td></td> </tr> <tr> <td colspan="3"><b>Word Reading</b></td> </tr> <tr> <td><b>Focus</b></td> <td>Immediately, point just to the left of word</td> <td><b><i>What Word?</i></b></td> </tr> <tr> <td><b>Wait time</b></td> <td>1 second</td> <td></td> </tr> <tr> <td><b>Signal for student response</b></td> <td>Sweep hand swiftly under word</td> <td></td> </tr> </tbody> </table> <p>EXAMPLE</p> <ol style="list-style-type: none"> <li>1. Write <i>fan</i> on board.</li> <li>2. Point to left of the <i>f</i> and say: <b><i>Blend.</i></b></li> <li>3. Loop under each letter every 2 seconds to prompt students to say each sound, without stopping between the sounds.</li> <li>4. Immediately point again to left of word.</li> <li>5. Then say: <b><i>What Word?</i></b> and sweep hand under whole word swiftly.</li> </ol>	Blending	Do	Say	<b>Focus</b>	Point just to the left of word	<b><i>Blend</i></b>	<b>Wait time</b>	1 second		<b>Signal for student response</b>	Loop under each letter, moving forward every 2 seconds		<b>Word Reading</b>			<b>Focus</b>	Immediately, point just to the left of word	<b><i>What Word?</i></b>	<b>Wait time</b>	1 second		<b>Signal for student response</b>	Sweep hand swiftly under word	
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<p><b>1. EXPLAIN TASK</b> Briefly name and explain the task to students prior to starting the activity.</p> <p><b>2. PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES UNTIL KNOWLEDGE APPEARS TO BE SOLID</b> Use effective signaling, monitoring, and pacing procedures.</p>	<p>Say: <b><i>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.</i></b></p> <p>(Note: there is no teacher model and lead from this lesson forward, only as a correction procedure)</p> <p>Provide practice on all words, using the above signaling procedure with <u>only students responding. Be sure that students are staying with your signal, holding each sound and blending smoothly.</u></p> <p>Praise students: <b><i>You blended all the sounds in the word _____.</i></b></p> <p style="text-align: center;"><b>(CONTINUED ON NEXT PAGE)</b></p>																								

<p><b>3. CORRECTION PROCEDURE</b></p>	<p><u>To correct students:</u>  Sound Error:</p> <ul style="list-style-type: none"> <li>• Model sound, then have students repeat sound. Say: <b>My turn.</b> /___/.  <b>Your turn.</b> /___/</li> <li>• Then return to beginning of word. Say: <b>Let's start over.</b></li> </ul> <p>Blending Error:</p> <ul style="list-style-type: none"> <li>• Use signaling procedure to model blending correctly.  Model: Say: <b>My turn.</b> (model correct blending of the word)</li> <li>• Say: <b>Do it with me.</b> (Lead students in blending. Teacher responds with students.)</li> <li>• Say: <b>Your turn. Blend.</b> (Test students on blending)</li> <li>• Repeat word from beginning using signaling procedure.</li> <li>• Back up two words, re-present missed word, and then continue on.</li> </ul>
<p><b>4. INDIVIDUAL TURNS</b></p>	<p>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.</p>

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

Steps	Explanation/Script												
<p><b>TASK</b></p> <p><b>PREPARATION</b></p> <p><b>SIGNALING PROCEDURE</b> Use appropriate signals to elicit unison student responses.</p> <p><b>1. EXPLAIN TASK</b> Briefly name and explain the task to students prior to starting the activity.</p> <p><b>2. MODEL RESPONSE</b> Model desired response to the task with several examples using signaling procedure above.</p> <p><b>3. PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES UNTIL UNDERSTANDING APPEARS TO BE SOLID</b> Use effective signaling, monitoring, and pacing procedures.</p> <p><b>4. CORRECTION PROCEDURE</b></p> <p><b>5. INDIVIDUAL TURNS</b></p>	<p>Phoneme blending</p> <p>Have words from lesson map available. This is an oral task.</p> <table border="1" data-bbox="610 508 1377 898"> <thead> <tr> <th></th> <th><b>Do</b></th> <th><b>Say</b></th> </tr> </thead> <tbody> <tr> <td><b>Focus</b> (hold up your right fist, fingers closed and facing you)</td> <td>Hold up one finger at a time, left to right from student perspective; as you say each sound, holding each sound for 2 seconds and without stopping between the sounds</td> <td>m m m a a a n n n</td> </tr> <tr> <td><b>Wait time</b></td> <td>None</td> <td>What word?</td> </tr> <tr> <td><b>Signal for student response</b></td> <td>Quickly slash index finger from left to right from student perspective</td> <td></td> </tr> </tbody> </table> <p>Say: <b><i>You're going to practice saying sounds to make words. I'll hold up one finger for each sound in the word and then you'll say the whole word.</i></b></p> <p>(Model only the first couple of times you do this task.) Say: <b><i>I'll show you how to blend the sounds I say into a word. I'll do two words. My turn.</i></b> Model for students, using the signaling procedure above, <u>with only teacher responding, using the words "ram" and "fun"</u></p> <p>Say: <b><i>I'll say the sounds in a word. When I signal, you say the word. Your turn.</i></b> (use the day's lesson map examples) Provide practice using the above signaling procedure <u>with only students responding.</u></p> <p><u>To correct students:</u> Use signaling procedure above with only teacher responding to correct students. Say: <b><i>My turn, rrraaamm. What word? ram.</i></b> After you model, use signaling procedure above with only students responding to have them repeat correct responses. Say: <b><i>Your turn, rrraaamm. What word? (ram)</i></b> Back up two items and continue.</p> <p>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.</p>		<b>Do</b>	<b>Say</b>	<b>Focus</b> (hold up your right fist, fingers closed and facing you)	Hold up one finger at a time, left to right from student perspective; as you say each sound, holding each sound for 2 seconds and without stopping between the sounds	m m m a a a n n n	<b>Wait time</b>	None	What word?	<b>Signal for student response</b>	Quickly slash index finger from left to right from student perspective	
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**Template for Touching Letters for Word Reading  
For Lessons 64-65 (or for later remediation if needed)**

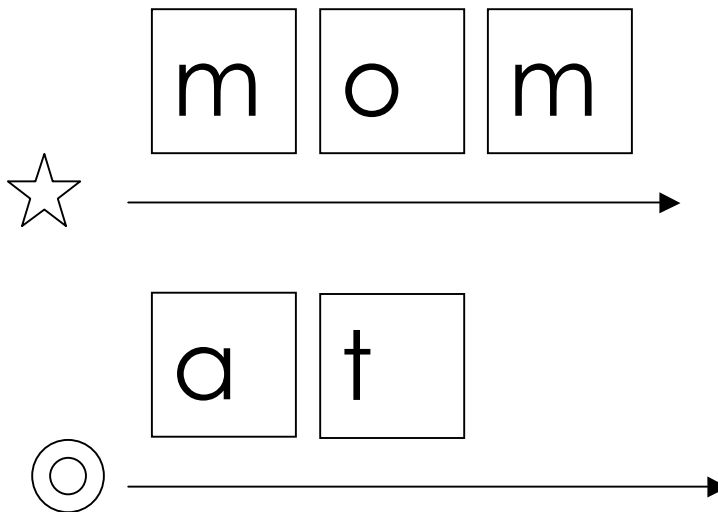
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<p><b>TASK</b></p> <p><b>PREPARATION</b></p> <p><b>SIGNALING PROCEDURE</b> Use appropriate signals to elicit unison student responses.</p>	<p>Touching letters for word reading on paper</p> <p>Have the word reading sheets ready to pass out to students</p> <table border="1"> <thead> <tr> <th></th> <th align="center">Do</th> <th align="center">Say</th> </tr> </thead> <tbody> <tr> <td><b>Focus</b></td> <td></td> <td>When I signal, put your finger on the star (for the 1<sup>st</sup> word). Get ready.</td> </tr> <tr> <td><b>Wait time</b></td> <td>1 second</td> <td></td> </tr> <tr> <td><b>Signal for student response</b></td> <td>Tap, clap or snap (check responses)</td> <td></td> </tr> <tr> <td><b>Focus</b></td> <td></td> <td>Touch the letter in the first box.</td> </tr> <tr> <td><b>Wait time</b></td> <td>1 second</td> <td></td> </tr> <tr> <td><b>Signal for student response</b></td> <td>Tap, clap or snap (check responses)</td> <td></td> </tr> <tr> <td><b>Focus</b></td> <td></td> <td>Touch the letter in the next box</td> </tr> <tr> <td><b>Wait time</b></td> <td>1 second</td> <td></td> </tr> <tr> <td><b>Signal</b></td> <td>Tap, clap or snap (check responses)</td> <td></td> </tr> <tr> <td><b>Continue for each letter in the word</b></td> <td></td> <td></td> </tr> <tr> <td><b>Focus. Repeat with the next word.</b></td> <td></td> <td>When I signal, put your finger on the donut. Get Ready.</td> </tr> </tbody> </table>		Do	Say	<b>Focus</b>		When I signal, put your finger on the star (for the 1 <sup>st</sup> word). Get ready.	<b>Wait time</b>	1 second		<b>Signal for student response</b>	Tap, clap or snap (check responses)		<b>Focus</b>		Touch the letter in the first box.	<b>Wait time</b>	1 second		<b>Signal for student response</b>	Tap, clap or snap (check responses)		<b>Focus</b>		Touch the letter in the next box	<b>Wait time</b>	1 second		<b>Signal</b>	Tap, clap or snap (check responses)		<b>Continue for each letter in the word</b>			<b>Focus. Repeat with the next word.</b>		When I signal, put your finger on the donut. Get Ready.
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<p><b>4. CORRECTION PROCEDURE</b></p>	<p><u>To correct students:</u></p> <ul style="list-style-type: none"> <li>• 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."</li> <li>• Physically assist students if needed.</li> <li>• Then return to beginning of word. Say: <b><i>Let's start over.</i></b></li> </ul>
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(Example of student word reading sheet for less. 64-65)

## Lesson 64



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

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<b>TASK</b>	Touching and saying sounds for word reading on paper																																																
<b>PREPARATION</b>	Have the word reading sheets ready to pass out to students																																																
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<b>Focus</b>		What sound?																																															
<b>Wait time</b>	1 second																																																
<b>Signal</b>	Tap, clap or snap (check responses)																																																
<b>Continue for each letter in the word</b>																																																	
<b>Focus. Repeat with the next word</b>		When I signal, put your finger on the donut. Get Ready.																																															
<b>1. EXPLAIN TASK</b> Briefly name and explain the task to students prior to starting the activity.	<u>EXAMPLE</u>																																																
<b>2. MODEL TASK</b> Model desired response to the task with several examples using signaling procedure above.	<p>Say: <b><i>Now you'll practice touching each letter and saying the sounds in a word.</i></b></p> <p>(Model only the first couple of times you present this template.) Say: <b><i>I'll show you how to touch the letters AND say the sounds in a word. My turn.</i></b></p> <p>Model for students, holding a student paper so all can see it, using the signaling procedure above, with only teacher responding.</p> <p>Say: <b><i>Now it's your turn.</i></b></p> <p>Give each student today's word reading paper. Provide practice using the above signaling procedure with only students responding.</p>																																																
<b>3. PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES UNTIL KNOWLEDGE APPEARS TO BE SOLID</b> Use effective signaling, monitoring, and pacing procedures.	<p>Praise students: <b><i>"You said all the sounds in that word correctly!"</i></b></p> <p align="center"><b>(CONTINUED ON THE NEXT PAGE)</b></p>																																																

<p><b>4. CORRECTION PROCEDURE</b></p>	<p><u>To correct students:</u></p> <p><b>Touching/pointing error:</b></p> <ul style="list-style-type: none"> <li>• 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."</li> <li>• Physically assist students if needed.</li> <li>• Then return to beginning of word. Say: <b><i>Let's start over.</i></b></li> </ul> <p><b>Sound error:</b></p> <ul style="list-style-type: none"> <li>• Stop if you hear an error.</li> <li>• Say the correct sound (mmm)</li> <li>• "Everybody, what sound?"</li> <li>• "Go back to the first letter."</li> </ul>
<p><b>5. INDIVIDUAL TURNS</b></p>	<p>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.</p>