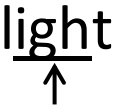



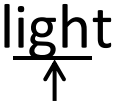


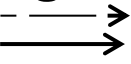


Teacher Script for Single Syllable Blending

Procedure	Say:	
Step 1: <u>Show</u> students the DSD targeted phonics element(s) of the day (on board or on a card) and <u>tell</u> students the sound.	<p>Today we will learn about the sound of ___ (igh). ___ (igh) usually makes the ___ ("i") sound.</p> <p>What letters? (Students respond.) What sound? (Students respond.) [Repeat for 2nd element if applicable.]</p>	<div style="border: 1px solid black; padding: 10px; display: inline-block;">igh</div>
Step 2: <u>Model</u> the reading of the <u>first two words</u> while thinking aloud. (Vowel Patterns Instructional Routine) <ul style="list-style-type: none"> Point to the underlined phonics element and make the sound. Blend the sounds of the word from left to right as you point to each sound unit. (Point with 2 or 3 fingers if 2 or 3 letters work together to make the sound, like <i>th</i>, <i>ay</i>, or <i>igh</i>.) Quickly slide your finger under the entire word as you read it. 	<p>Here are the letters ___ (igh). ___ (igh) usually makes the ___ ("i") sound.</p> <p><i>Now I will look at each letter starting with the one on the left. I think to myself, this is the letter</i> ___ (L). <i>I know that</i> ___ (L) <i>makes the</i> ___ (/l/) <i>sound. So I say</i> ___ (/l/). <i>Now I will look at the next letter. I think to myself...</i> (Continue in the same way for each letter until you get to the end of the word.)</p> <p>I will blend the sounds in this word from left to right. (l-igh-t)</p> <p>I can read this word. (light) (Repeat with second word.)</p>	<div style="text-align: center;">     </div>
Step 3: <u>Guide the word reading</u> in the same way you did the models. (Do this for each word.) <p>You may need to blend again more quickly before students can read the word. <u>(By 2nd term this step should involve silent blending for a few of the words, but not all.</u> <i>You say, "Silent blending" instead of "Blend."</i> <i>You still point to each sound unit while students blend silently.)</i></p>	<p>Now let's read some words together. (Begin with first word again.)</p> <p>(Point to the phonics element.) Sound? (Students respond.)</p> <p>(Point to the left of word.) Blend. (Point to each sound unit as students make each sound.)</p> <p>(Point to left of word again.) Word? (Students read word at regular speed while you quickly slide your finger under the word from left to right.)</p>	<div style="text-align: center;">    </div>

<p>Step 4: <u>Guide the sentence reading.</u> If the word is known, just point to the left of it and say, "Word?" (Students respond as you slide your finger under it.) If the word has the targeted phonics element(s) of the day, stop and blend the word together like in Step 3 (silent blending, when possible). Be sure to reread the whole sentence at a normal rate with appropriate phrasing and expression before moving on. (Do 2nd sentence in the same way.)</p>	<p><i>Now let's read some sentences.</i></p> <p><i>Let's read the sentence again and make it sound like we are talking.</i></p>	<p>The</p> <p>light </p> <p>is on.</p>
<p>Step 5: Quickly <u>spot check for understanding</u> with some individual students. Choose a word and repeat Step 3 with silent blending except instead of saying "Word?" say a student's name and that student reads the word. (Give support as needed.) Repeat with several different students. (Select students who will give you a good indication of how the class is learning the concept. Do not just pick your best readers.)</p>	<p>Silent blending. (All students are involved in the silent blending.) _____ (Daniel) (Named student reads the word.)</p>	<p><small>NOT (gh) (full sentence)</small></p> <p>high night might fight right sight light bright lights trip fit slight</p> <p>You like the bright lights at night.</p> <p>It is not right to fight.</p>
<p>Step 6: <u>Review the key learning.</u></p>	<p>Today we learned that ____ (igh) usually makes the ____ ("i") sound. What letters? (Students respond.) What sound? (Students respond.) [Repeat for 2nd element if applicable.]</p>	<p>igh</p>
<p>Reading of decodable text, which features the <u>same</u> phonics element(s), is strongly recommended.</p>		
<p>This routine implements the long term memory research, the Law of 10-20, for distributed practice, so each phonics element is featured at least 7 times during a semester.</p>		