### Template for Letter Recognition (Name) Review

<table>
<thead>
<tr>
<th>Steps</th>
<th>Explanation/Script</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TASK</strong></td>
<td>Letter name review</td>
</tr>
<tr>
<td><strong>PREPARATION</strong></td>
<td>Write the letters from the Lesson Map on the board.</td>
</tr>
</tbody>
</table>

#### SIGNALING PROCEDURE
Use appropriate signals to elicit unison student responses.

<table>
<thead>
<tr>
<th>Focus</th>
<th>Do</th>
<th>Say</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>Point just to the left of the letter.</td>
<td>Name?</td>
</tr>
</tbody>
</table>

| Wait time | 2 seconds |
| Signal for student response | Tap under letter. |

1. **EXPLAIN TASK**
   - Briefly name and explain the task to students prior to starting the activity.
   - Say: *You’re going to practice saying the names for some letters. When I point to the left of a letter, figure out the name in your head. Say the name of the letter when I tap under it.*

2. **MODEL RESPONSE**
   - Model desired response to the task with several examples using signaling procedure above.
   - (Model only the first couple of times you do this template.)
   - Say: *I’ll model for you how to say the name of the first two letters. My turn.*
   - Model for students, using the signaling procedure above, with only teacher responding.

3. **PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES UNTIL KNOWLEDGE APPEARS TO BE SOLID**
   - Use effective signaling, monitoring, and pacing procedures.
   - Say: *Each time I tap under a letter, you say the name of the letter. Your turn.*
   - Provide practice using the above signaling procedure with only students responding.

4. **CORRECTION PROCEDURE**
   - To correct students:
   - Say: *My turn.*
   - Use signaling procedure above with only teacher responding to correct students on missed item.
   - Say: *Your turn.*
   - Use signaling procedure above with only students responding to have them repeat correct response for missed item.
   - Back up two letters and continue.

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 letter each. Call on students in an unpredictable order. Call more frequently on students who made errors.