### Template for Onset-Rime Blending Instruction

<table>
<thead>
<tr>
<th>Steps</th>
<th>Explanation/Script</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TASK</strong></td>
<td>Onset-rime blending</td>
</tr>
<tr>
<td><strong>PREPARATION</strong></td>
<td>Have white board marker with green cap and words from Lesson Map available.</td>
</tr>
<tr>
<td><strong>SIGNALING PROCEDURE</strong></td>
<td>Use appropriate signals to elicit unison student responses.</td>
</tr>
<tr>
<td><strong>Do</strong></td>
<td><strong>Say</strong></td>
</tr>
<tr>
<td>Focus</td>
<td>❶ Tap green cap of whiteboard marker. ❷ Tap white part of marker.</td>
</tr>
<tr>
<td>Wait time</td>
<td>None</td>
</tr>
<tr>
<td>Signal for student response</td>
<td>Slide finger above marker from left to right from student perspective.</td>
</tr>
</tbody>
</table>

1. **EXPLAIN TASK**
   Briefly name and explain the task to students prior to starting the activity.
   
   Say: *We’re going to put together the first sound(s) and the end part of a word to make a whole word. I will tap the marker as I say the parts. When I slide my finger above the marker, blend the parts to say the word.*

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 two words for you. I’ll say the first sound(s) and the end part, then I’ll say the whole word. 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: *For each word, I’ll say the first sound(s) and the end part. When I signal, everybody will say the whole word. Your turn.*
   
   Provide practice using the above signaling procedure with only students responding.

4. **CORRECTION PROCEDURE**
   
   To correct students:
   
   Say: *My turn. /f/ /or/ for.*
   
   Use signaling procedure above with only teacher responding to correct students on missed item.
   
   Say: *Your turn. /f/ /or/.*
   
   Use signaling procedure above with only students responding to have them repeat correct response for missed item.
   
   Back up two items 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 word each. Call on students in an unpredictable order. Call more frequently on students who made errors.