## Template for Sound/Spelling Review

<table>
<thead>
<tr>
<th>Steps</th>
<th>Explanation/Script</th>
</tr>
</thead>
<tbody>
<tr>
<td>TASK</td>
<td>Sound/spelling review</td>
</tr>
<tr>
<td>PREPARATION</td>
<td>Write spellings 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>Point just to left of spelling.</td>
<td>Focus</td>
<td>Sound?</td>
</tr>
<tr>
<td>Wait time</td>
<td>2 seconds</td>
<td></td>
</tr>
<tr>
<td>Signal for student response</td>
<td>Tap under spelling.</td>
<td></td>
</tr>
</tbody>
</table>

#### 1. EXPLAIN TASK

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

Say: *You’re going to practice saying the sounds for some spellings. When I point to the left of a spelling, figure out the sound in your head. When I tap under the spelling say the sound.*

#### 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 sounds of the first two spellings when I tap under them. 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 spelling, you say the sound it makes. 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 for 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 spellings 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 sound each. Call on students in an unpredictable order. Call more frequently on students who made errors.