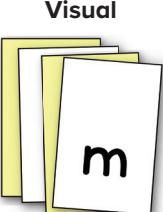
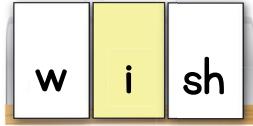


Step	Part	Teacher Role	Student Role
1	Visual 	Display cards one at a time in random order.	State the sound(s). • If a letter (or group of letters) represents more than one sound (or unit of sounds), state the first sound learned, then the next sound.
2	Auditory/Kinesthetic 	Use the highlighted <i>Phoneme/Grapheme Chart</i> to dictate the known sounds in random order.  <b>(T) Eyes on me. Spell /b/. Repeat.</b>  Prompt students to show their whiteboard. Check spelling(s) and letter formation.	Repeat the sound(s). Write the letters and underline them from left to right where the letters sit on the line.  <b>(S) /b/. “b” spells /b/.</b> Write the letter and underline it from left to right where the letter sits on the line.  Hold up the whiteboard to show the teacher.
3	Blending 	Separate the cards into three piles—C/V/C.  <b>(T) Point to each letter as students segment the sounds, and sweep across the letters as students blend the syllable.</b>  Initial Cards: l, h, c, j, k, r, f, s, w, y, v, z, qu, ch, th, wh  Final Cards: m, g, d, t, p, b, n, x, sh	<b>(S) State the sound for each letter or combination and blend into a syllable.</b>  <b>(S) Give a thumbs-up for real words.</b>

## TEACHER TIPS

## Visual

- Grade K: The students can state the letter name and sound.

## Auditory/Kinesthetic

- Remind students if there is more than one way to spell a sound by saying, “**You know \_\_ ways to spell this. Spell /-/ . Repeat.**” For example:
  - (T) Eyes on me. You know two ways to spell this. Spell /k/. Repeat.**
  - (S) /k/. “c” spells /k/, and “k” spells /k/.**
- Teachers can allow students to number their whiteboards from one to five and spell five sounds before erasing.
- Make sure students look at you when you give the sound, and have students repeat the sound to ensure they heard it correctly and can accurately reproduce it.
- Students should underline the letter or combination to show how it sits on the line (e.g., lowercase “p” extends below the line).

## Blending

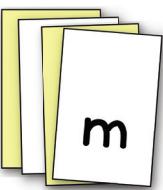
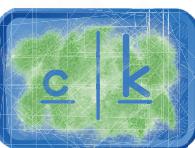
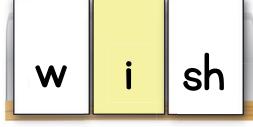
- The goal is for students to look at the syllable and read it. The routine begins with segmenting the sounds aloud before blending into a syllable. As students progress, begin to remove the scaffold of segmenting every sound, and move toward continuous blending or reading whole syllables.
- If the syllable is not a word, students can think of a multisyllabic word that has that syllable. For example, the syllable “fam” is part of *family*.
- Refer to IMSE’s Blending Board Reminders in the digital Originals.

Visual	Auditory/Kinesthetic	Blending
<p><b>Error: stated incorrect sound</b></p> <p><b>(T)</b> Let's pause. Good job starting with your eyes on the letter. This is the letter "m" and it spells /m/. When I see the letter "m," I will say /m/. You try it.</p> <p><b>(S)</b> /m/</p> <p><b>(T)</b> Place the card back in the deck to present it again.</p>	<p><b>Error: misstated the dictated sound</b></p> <p><b>(T)</b> Let's pause. Good work starting with your eyes on me while listening for the sound. As I repeat the sound, /m/, notice how my lips are pressed together to say the voiced sound, /m/. You try it.</p> <p><b>(S)</b> /m/</p> <p><b>(T)</b> Yes! Now let's spell /m/ on the whiteboard.</p>	<p><b>Error: blended phonemes inaccurately</b></p> <p><b>(T)</b> /b/ /ă/ /t/</p> <p><b>(S)</b> Mat.</p> <p><b>(T)</b> Let's pause. You placed your mouth and lips in the correct position. The first sound /b/ is a voiced stopped sound. You try it.</p> <p><b>(S)</b> /b/ /ă/ /t/. Bat.</p> <p><b>(T)</b> Yes! When we listen to all the sounds, /b/ /ă/ /t/, and blend into a syllable, we have /bat/. Listen again and blend these sounds into a syllable: /b/ /ă/ /t/.</p> <p><b>(S)</b> /b/ /ă/ /t/. Bat.</p> <p><b>(T)</b> That's right, good blending! Let's try another one.</p>
<p><b>Misques &amp; Corrective Feedback</b></p> <p><b>Sample of Common Misques and Corrective Feedback</b></p> <p><b>P</b> Pause and Praise (What was correct?)</p> <p><b>I</b> Identify the error (What was incorrect?)</p> <p><b>M</b> Model the correction (Teacher)</p> <p><b>S</b> Students practice the correction</p>	<p><b>Error: misspelled /m/ as "n"</b></p> <p><b>(T)</b> Let's pause. You correctly repeated the sound I prompted, /m/, but let's look at how it's spelled. When I hear the sound /m/, I will write the letter "m." <b>Watch me.</b> Model letter formation and underline the letter from left to right where it sits on the line. <b>Now you try. Eyes on me. Spell /m/. Repeat.</b></p> <p><b>(S)</b> /m/. "m" spells /m/. Write the letter "m" and underline it from left to right where the letter sits on the line.</p>	<p><b>NOTE:</b> The 3x rule is also helpful. See below or refer to the Gradual Release Routine on page 1 in the OG+ Fidelity Companion.</p>

3x Rule for Gradual Release: Blending Drill Example	Differentiation
<p><b>"I do"</b></p> <ul style="list-style-type: none"> <li>The teacher models the task using the appropriate scaffold.</li> </ul> <p><b>(T)</b> I look at the letters and think about each sound (/m/ /ă/ /d/) and stretch the sounds together in my head (/mmmăăăăd/). Then I say the word or syllable aloud, <i>mud</i>.</p> <p><b>"We do"</b></p> <ul style="list-style-type: none"> <li>In the student role, the teacher and students respond chorally.</li> <li>The teacher provides immediate corrective feedback using PIMS.</li> </ul> <p><b>(T)</b> Let's try one together. Present "web" on the blending board. Look at the letters, think about each sound and stretch them together in your head. Let's say the word or syllable together.</p> <p><b>(T &amp; S)</b> Web.</p> <p><b>"You do"</b></p> <ul style="list-style-type: none"> <li>In the student role, students respond chorally without the teacher.</li> <li>The teacher provides immediate feedback using PIMS.</li> </ul> <p><b>(T)</b> Let's keep going. Everyone say the next words and syllables together. Present the next syllable, "peb."</p> <p><b>(S)</b> Peb.</p>	<p><b>Visual Drill</b></p> <ul style="list-style-type: none"> <li>If students have not mastered letter recognition, they must name the letters and then say the sounds. The goal here is to make certain that students say the sound.</li> </ul> <p><b>Auditory/Kinesthetic Drill</b></p> <ul style="list-style-type: none"> <li>To support letter formation, students may use the grid paper with dotted letters, a green crayon, and a screen. Find additional resources to support letter formation in IMSE LAB and the OG+ Fidelity Companion.</li> <li>Practice either uppercase or lowercase letters using the whiteboard.</li> </ul> <p><b>Blending Drill</b></p> <ul style="list-style-type: none"> <li>If students have difficulty blending three phonemes, begin with two phonemes in a vowel/consonant format (e.g., in, ab).</li> <li>Another option to support students having difficulty blending three phonemes is to begin by blending with an onset-rime format in which only the first sound is changed (e.g., mat, cat, lat, sat).</li> <li>For students experiencing difficulty, use continuous blending rather than segmented blending.</li> <li>For English Learners who are newcomers with a limited vocabulary, begin by using only real words on the blending board and provide a quick definition and visual of the word if needed.</li> </ul>



## Cumulative Review: Three-Part Drill

Step	Part	Teacher Role	Student Role
1	<b>Visual</b> 	Display cards one at a time in random order.	State the sound(s). • If a letter (or group of letters) represents more than one sound (or unit of sounds), state the first sound learned, then the next sound.
2	<b>Auditory/Kinesthetic</b> 	Use the highlighted <i>Phoneme/Grapheme Chart</i> to dictate the known sounds in random order.  <b>(T) Eyes on me. Spell /b/. Repeat.</b> Check spellings and letter formation.	Repeat the sound(s). Write the letters and underline them from left to right where the letters sit on the line.  <b>(S) /b/. “b” spells /b/. Write the letter and underline it from left to right where the letter sits on the line. </b>
3	<b>Blending</b> 	Separate the cards into three piles—C/V/C.  <b>(T) Point to each letter as students segment the sounds and sweep as students blend the syllable.</b> Initial Cards: l, h, c, j, k, r, f, s, w, y, v, z, qu, ch, th, wh  Final Cards: m, g, d, t, p, b, n, x, sh	<b>(S) State the sound for each letter and blend into a syllable.</b>  <b>(S) Give a thumbs-up for real words.</b>

## TEACHER TIPS

**Visual**

- Grade K: The students can state the letter name and sound.

**Auditory/Kinesthetic**

- Remind students if there is more than one way to spell a sound by saying, “**You know \_\_ ways to spell this. Spell /-/.**” **Repeat.** For example:

- **(T) Eyes on me. You know two ways to spell this. Spell /k/. Repeat.**
- **(S) /k/. “c” spells /k/, and “k” spells /k/.**

- Teachers can allow students to number their whiteboards from one to five and spell five sounds before erasing.
- Make sure students look at you when you give the sound, and have them repeat the sound to ensure they heard it correctly and can accurately reproduce it.
- Students should underline the letter or combination to show how it sits on the line (e.g., lowercase “p” extends below the line).
- If students do not have proper letter formation, a screen, green crayon, and paper may be used before utilizing the whiteboards.

**Blending**

- If the syllable is not a word, students can think of a multisyllabic word that has that syllable. For example, the syllable “fam” is part of *family*.
- Refer to IMSE’s Blending Board Reminders.