



Section 9. Day One

Foundational Reading Skills

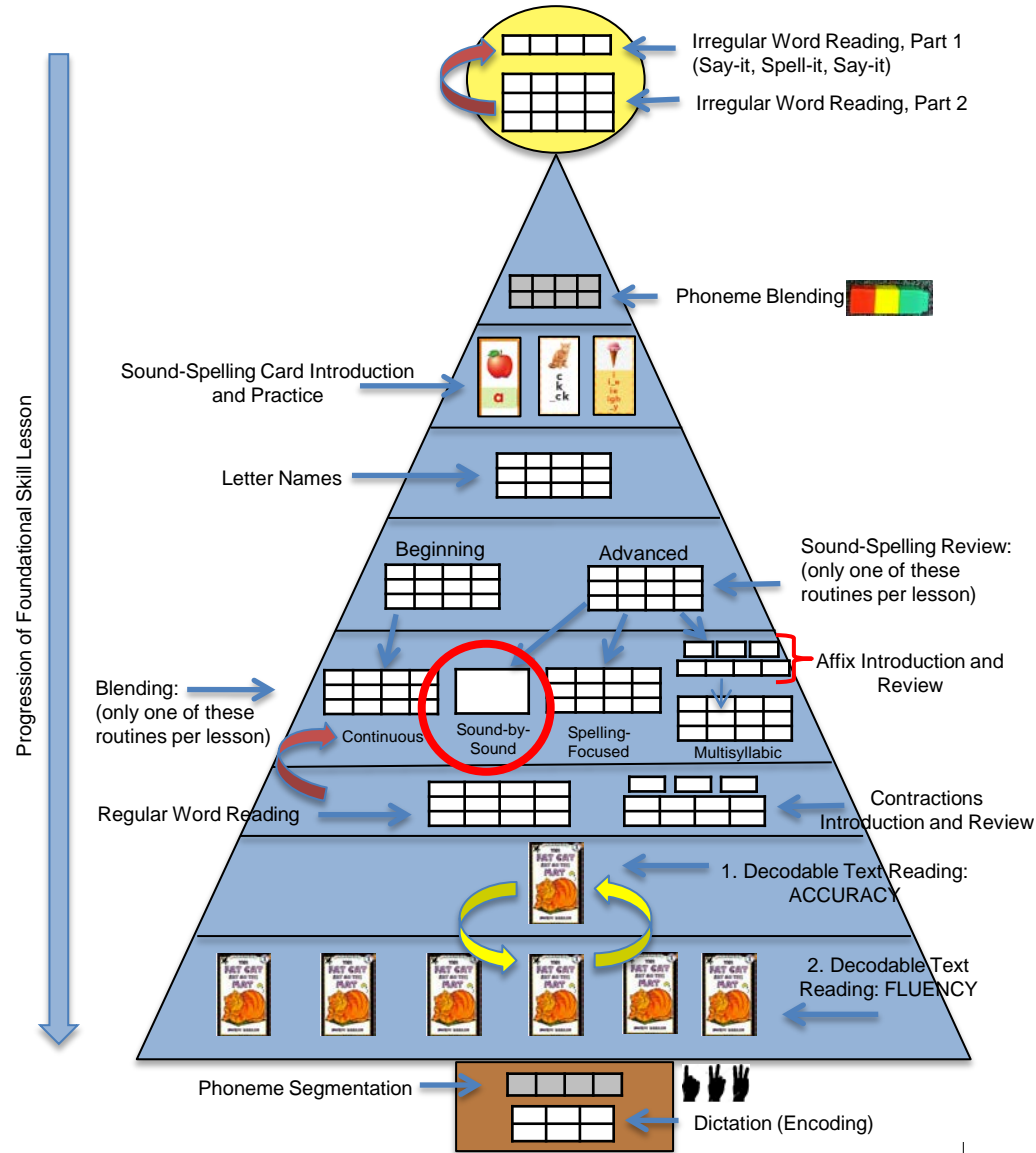
Blending 2: Sound-by-Sound



Enhanced Core Reading Instruction (ECRI)
Foundational Skills Lesson (30 minutes)



Blending 2: Sound-by-Sound



Indicates error correction

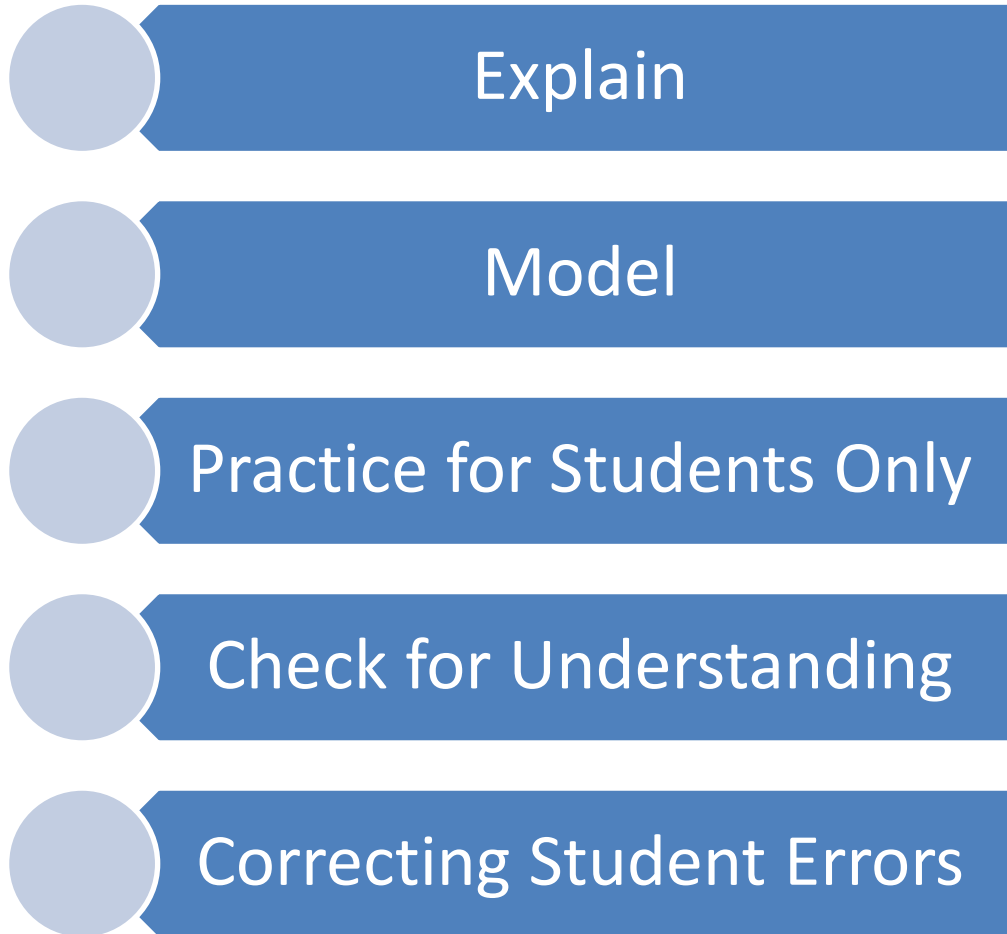


Blending 2: Sound-by-Sound Components



L=236
T=210
I=166

Blending 2: Sound-by-Sound Routine



Blending Routine 2: Sound-by-Sound

Materials: List of regular words to practice blending, white board, and marker and eraser

Explain: Demonstrate the task as you are explaining it.
You're going to practice blending sounds to read words.

Model: Use the signal for each word.* Model until students are successful with the routine.
I'll show you how to blend and read the first word. My turn.

***Signal for each word**

- **Sound-spellings:** Write spelling. **Sound?** Tap under spelling.
- **Blend (each time a sound is added):** Touch to the left of the first spelling. **Blend?** Loop finger under spellings.
- **Word Reading:** Touch to the left of the word. **Word?** Slide finger under the word

Practice for students only: Erase the word used to model the routine. Go back to the first word on the list. Use the signal for each word.*
Your turn.

Check for Understanding: Call on two to three students in an unpredictable order. If an individual student makes an error, you will use the correction procedure with all students responding after you say "Your turn."
Let's do some individual turns. I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.

Correcting Student Errors

- **Sound Error; My turn. This sound is [sound]. Your turn. Sound?** Tap under spelling. **Let's start over.** Use the signal for each word* and re-present the word. Continue presenting the words on the chart.
- **Blending Error; My turn. Watch me blend this word.** Demonstrate blending. **Your turn. Blend.** Loop finger from letter to letter. **Let's start over.** Use the signal for each word* and re-present the word. Continue presenting the words on the chart.
- **Word Error; My turn. This word is [word]. Your turn. Word?** Slide finger under the word. **Let's start over.** Use the signal for each word* and re-present the word. Continue presenting the words on the chart.

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- **Word Error: My turn. This word is [word]. Your turn. Word?** Slide finger under the word. **Let's start over.** Use the signal for each word* and re-present the word. Continue presenting the words on the chart.

Trainer Demonstration: Blending 2: Sound-by-Sound Routine

L=83

T=74

I=74



cat	brick	meet	knot
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grass	splash	gate	cent
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ACTIVITY

Blending Routine 2: Sound-by-Sound

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- **Word Error: My turn. This word is [word]. Your turn. Word?** Slide finger under the word. **Let's start over.** Use the signal for each word* and re-present the word. Continue presenting the words on the chart.

Partner Practice: Blending 2: Sound-by-Sound Routine

cat	brick	meet	knot
-----	-------	------	------



grass	splash	gate	cent
-------	--------	------	------



Example of
ECRI Lesson

time	shine	rise	size
pin	file	maze	wipe
plants	shape	gripe	fine

Sound-by-Sound Blending

Materials: White board, marker, and eraser

You're going to practice blending sounds to read words. I'll show you how to blend and read the first word.

- 1. My turn.** Use the signal for each word.* Model until students are successful with the routine.
- 2. Your turn.** Go back to the first word on the list. Use the signal for each word.*
- 3. Let's do some individual turns.** I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud. Call on two to three students.

*Signal for each word

- **Sound-spellings:** Write spelling. **Sound?** Tap under spelling.
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Scaffolds and Differentiation Tips



- Provide teacher voice-over followed by students completing routine on their own.
- Add in a quick verbal cue before beginning routine to remind students of the focus sound (i.e., “Today we are going to blend words with i_e. What sound does i_e make everyone?”)
- Use Continuous Blending Routine for several days then back to Sound-by-Sound Blending Routine.
- Reteach/Practice Sound-Spellings using Sound-Spelling Card if the error is at the sounds level
- Refer back to the name of the Sound-Spelling Card before students respond for sounds not yet mastered