

# Sound-Spelling Review: Beginning Routine

Materials: Chart of sound-spellings to review

Explain: Demonstrate the task as you are explaining it.

**You're going to practice saying sounds. When I point to a letter, say the sound in your head. When I touch under the letter, say the sound out loud as long as I touch under the letter.**

Model with Behavior Specific Prompt: : Set students up for success during the model and pre-correct any mistakes. Use the signal for each sound-spelling. \* Model until students are successful with the routine.

 **I'll show you how to say the sounds for the first two letters. Respectfully listen by waiting your turn. My turn.**



\*Signal for each sound-spelling

1. Touch to the left of the sound-spelling. **Sound?**
2. Wait 2 seconds for students to think.
3. For *stop* sounds, tap finger under the sound-spelling.

– or –

For *continuous* sounds, touch under the sound-spelling for 2 seconds.

Behavior Specific Praise or Correction: Use brief specific praise statements to reinforce correct reading and behavior skills.

 Praise: **Nice job listening respectfully by waiting your turn!**

Correction: **Remember, when it's my turn voices are off. Let's try that again.** (Repeat model)

Practice for students only: Go back to the first sound-spelling on the chart. Use the signal for each sound-spelling. \*


 **Your turn. When I say "sound," think of the sound. When I tap, everyone says the sound out loud.**

Behavior Specific Praise or Correction: Use brief specific praise statements to reinforce correct reading and behavior skills.

 Praise: **I love how I heard everyone say the sounds together!**

Correction: **Remember, I want to hear everyone say the sounds together. Let's try that again.** (Repeat word)

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 letter; everyone will say the sound in their head. I will call one student's name and only that student will say the sound out loud. Respectfully listen when it's your friend's turn.**

Behavior Specific Praise or Correction: Use brief specific praise statements to reinforce correct reading and behavior skills.

 Praise: **Nice respectful listening!**

Correction: **When it's not your turn, please be respectful by actively listening. Let's try again.** (Repeat word with individual student turn)




Correcting Student Errors

1. **My turn.** Follow the signal for each sound-spelling\* and re-present the missed sound-spelling.
2. **Your turn.** Follow the signal for each sound-spelling\* and re-present the missed sound-spelling.
3. Back up two sound-spellings and continue presenting the sounds on the chart.

Continued on back →

Routine Closure & Transition: Provide brief specific praise and award a point for the Student/Teacher Game if the most students have met expectations.


 **Good job saying the sounds! We earned a point toward \_\_\_\_ (name chosen reinforcer) in our student/teacher game for being respectful learners!**

*\*If students have **not** met expectations, **do not** award a point and prompt expected behavior for the next routine.*

**We didn't earn a point for this routine. Let's try again by being active listeners.**

Behavior Specific Feedback: Below are examples of behavior specific prompts, praise, and feedback. This is not an exhaustive list, rather a list of suggestions. When providing feedback, be clear, specific, and concise. Pair with specific praise with awarding points on the Student/Teacher game.

Behavior Specific Prompts *Examples* (Before starting Routine to Pre-Correct Behaviors)

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1. **We are responsible when we have our voices off when it's my turn.**
  2. **We practice being respectful by waiting for my signal to say the sounds.**
  3. **Remember, we are being responsible when we have our eyes on the board.**

Behavior Specific Praise *Examples* (During and After Routine to Reinforce Behaviors)

*After/During Modeling:*

1. **Thank you \_\_\_\_ (student name/whole class) for being respectful by actively listening while I give directions.**
2. **I love how \_\_\_\_ (student name/whole class) is being responsible by having their eyes on the board!**
3. **I can tell \_\_\_\_ (student name/whole class) is being responsible by thinking about the sound before saying it.**

*After/During the Routine:*

1. **I love how \_\_\_\_ (student name/whole class) is being respectful by waiting for my signal to say the sound.**
2. **I see \_\_\_\_ (student name/whole class) being responsible by having their eyes on the board!**
3. **I appreciate \_\_\_\_ (student name/whole class) being respectful by listening to their friend's turn.**

Behavior Specific Correction *Examples* (During and After Routine to Correct Behavior)

1. **Remember, we're working for \_\_\_\_ (class reward for student/teacher game). You earn points when I see you showing respect and being responsible.**
2. **We show respect by waiting for the signal to say the sound. Let's try that again.**
3. **You show that you are responsible when your eyes are on the board. I'd like to see everyone's eyes on the board.**