

# Routine Cards

Developed for  
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*Journeys*

Developed by  
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## Routine #1 Onset-Rime Blending

1. Say: *You're going to put together the first sound and the end part of a word to make a whole word. I'll tap the marker as I say the parts. When I slide my finger above the marker, you say the word.*
2. Tap cap of whiteboard marker. Say: /k/
3. Tap white part of marker. Say: /at/
4. Point to green cap. Say: **Word?**
5. Slide finger above marker from left to right from student perspective to signal students to respond (cat)

### Corrective Feedback

Use same signaling as above. Say: *Listen as I blend the parts. /k/. /at/. Cat.* Then, ask students to blend the parts with you. Next, ask students to blend the parts independently.

## Routine #2

### Phoneme Blending

1. Say: *You're going to practice blending individual sounds to make words. I'll hold up a finger as I say each sound in the word. When I snap, you'll say the whole word.*
2. Hold up a closed fist, fingers facing you.
3. Hold up the first finger and say the first sound in the word (i.e. /m/)
4. Hold up the second finger and say the second sound in the word (i.e., /a/)
5. Hold up the third finger and say the third sound in the word (i.e., /n/)
6. Continue this process for any remaining sounds.
7. Say: **Word?**
8. Snap fingers to signal students to respond (man)

#### Corrective Feedback

Use same signaling as above. Say: *Listen as I blend the sounds. /m/ /a/ /n/. Man.* Then, ask students to blend the sounds with you. Next, ask students to blend the sounds independently.

## Routine #3

### Phoneme Segmentation

1. Say: *You're going to practice saying the sounds in words. I'll say a word. Each time I hold up a finger, you'll say a sound in the word.*
2. Say: *The word is fan. What word?* (fan)
3. Hold up a closed fist, fingers facing you.
4. Say: **Say the sounds.** Every second hold up one finger in a left to right progression from student perspective for every sound in the word. (i.e. /f/ /a/ /n/)

#### Corrective Feedback

Use same signaling as above. Say: *The word is fan. Listen as I say the sounds in fan. /f/ /a/ /n/.* Then, ask students to say the sounds with you. Next, ask students to say the sounds independently.

## Routine #4

### Elkonin Sound Boxes

#### (Phoneme Blending and Segmentation)

1. Display the Elkonin Card for all to see (SB page 782).
2. Say: *Today we're going to identify the sounds in a word. I'll say a word. Then, you'll move a counter down into the box for each sound in the word. Watch as I do the first one for you.*
3. Use the guidelines in the subsequent steps below to model the first word for students, having students watch only.
4. Pass out an Elkonin card for each student with counters. Tell students to place their counters above the squares.
5. Say: *The word is ship. What word?* (ship)
6. Say: *Say it slow. Move a counter down for each sound.*
7. Students move a counter down into each box, from left to right, as they say each sound in the word /sh/ /i/ /p/
8. Direct students to place their reading finger under the first box. Say: *Now, say it fast. What word?* (starting at the first square, students slide finger under counters, left to right, as they say the word ship)
9. Ask: *How many counters did you move?* (3) *Yes! There are three sounds in ship.*

#### Corrective Feedback

Use same signaling as above. Say: *Let's try this again. Watch me say it slow and move a counter for each sound.* Then, ask students to say it slow and move a counter for each sound. Next, ask students to do it again independently.

## Routine #5

### Introducing a

#### Sound/Spelling Card

1. Cover up sound/spellings not yet taught with sticky note.
2. Show the front of the card to the students. Name the card and say the corresponding sound. For example, point to the picture and say: *This is the "sun" card. The sound of sun is /s/. What sound?* (/s/) Point to the picture and have students repeat three times.
3. Read the action script located on the back of the card.
4. Read the articulation script on the back of the card.
5. Point to the target spelling and name the spelling. For example, say: *Today we are learning that the /s/ sound can be spelled with ci\_. What spelling?* (ci\_)
6. Tell students about any applicable devices and morphological information. For example, there is a blank after the ci spelling. This indicates the spelling ci\_ for /s/ only occurs at the beginning of a word or syllable—not at the end of words.
7. Say: *Watch as I write the spelling ci\_. I will say the sound /s/ as I write the spelling.* Write the spelling on the board, saying the spelling and corresponding sound as you write.
8. Say: *Now you are going to write the spelling ci\_ in the air.* Have student pretend the pointer finger for their writing hand is a magic pencil. Have students rest their nonwriting hand on the shoulder of their writing arm. Have student write the spelling in the air, saying the spelling and corresponding sound. Repeat three times.
9. Remind students that this spelling will be in many of the words they read and write today.

## Routine #6

### Sound-by-Sound Blending

1. (SB page 181.) Print the first spelling in the word. Point under the spelling and say: **Sound?** Tap under the spelling to signal students to say the sound.
2. Print the next spelling in the word. Point under the spelling and say: **Sound?** Tap under the spelling to signal students to say the next sound.
3. Continue process as above.
4. After you have written the vowel spelling and students have said the sound, point to the beginning of the word and say: **Blend.** Scoop your finger under the spellings as students blend the sounds together.
5. Continue writing the remaining spellings in the word.
6. Once the whole word is written, blend the whole word. Point to the beginning of the word and say: **Blend.** Scoop your finger under the spellings as students blend all of the sounds together to say the word.
7. Finally, point again to the beginning of the word and say: **What word?** Sweep your finger quickly under word as students say the word.

#### Corrective Feedback

Use same signaling as above. For sound errors, immediately point to the spelling and say the correct sound. Then, ask students to say the sound independently. For blending errors, model blending the word and then have students blend the word with you. Then, have students to blend the word independently

## Routine #7

### Spelling-Focused Blending

1. (SB page 182.) Print the word on the board. Point under the target spelling and say: **Sound?** Tap under the spelling to signal students to say the sound.
2. Point to the beginning of the word and say: **Word?** Wait two seconds and then sweep your finger quickly under the word as students say the word.

#### Corrective Feedback

Use same signaling as above. For sound errors, immediately point to the spelling and say the correct sound. Then, ask students to say the sound independently. For word reading errors, model reading the word and then have students read the word independently. If the same mistake is made again, erase the word and blend using the sound-by-sound blending routine.

## **Routine #8**

### **Multisyllabic Word Blending**

#### **Sound-by-Sound**

2. Print the word on the board. Using an index card, cover everything but the first syllable.
3. Using the same steps outlined in Routine #6, point under each spelling in the syllable and have students say the corresponding sound. Then, point to the beginning of the syllable and say: **Blend**. Scoop your finger under the spellings as students blend the first syllable.
4. Uncover the next syllable. Repeat the blending process.
5. Repeat for each remaining syllable.
6. Once the whole word is written, blend the whole word. Point to the beginning of the word and say: **Blend**. Scoop your finger under each syllable as students blend the word by syllable.
7. Finally, point again to the beginning of the word and say: **What word?** Sweep your finger quickly under the entire word as students say the word.

#### **Corrective Feedback**

Use same signaling as above. For syllable errors, immediately point to the syllable, say the sounds, and blend. Then, ask students to say the sounds and blend independently. For word reading errors, model reading the word, syllable by syllable, and then have students read the word syllable by syllable independently.

## **Routine #9**

### **Multisyllabic Word Blending**

#### **Spelling-Focused**

1. Print the word on the board. Using an index card, cover everything but the first syllable.
2. Point under the target spelling in the syllable and say: **Sound?** Tap under the spelling to signal students to say the sound.
3. Point to the beginning of the syllable and say: **Syllable?** Scoop your finger under the syllable as students blend the syllable.
4. Uncover the next syllable. Repeat the blending process.
5. Repeat for each remaining syllable.
6. Once the whole word is written, blend the whole word. Point to the beginning of the word and say: **Blend**. Scoop your finger under each syllable as students blend.
1. Finally, point again to the beginning of the word and say: **What word?** Sweep your finger quickly under the entire word as students say the word.

#### **Corrective Feedback**

Use same signaling as above. For syllable errors, immediately point to the syllable, say the sounds, and blend. Then, ask students to say the sounds and blend independently. For word reading errors, model reading the word, syllable by syllable, and then have students read the word syllable by syllable independently.

## Routine #10

### Word Building

1. Say: *Today we will be building words using the spellings we have learned.*
2. Place letter cards in the pocket chart. Say: *Let's say the sounds in the word and then blend to read the word.* Point under each spelling as students say the corresponding sounds. Then, scoop your finger under the word as students blend the sounds to say the word.
3. Say: *Watch as I change one letter to make a new word.*
4. Change the targeted letter. Then, point to the beginning of the new word and say: *Blend.* Scoop your finger under the spellings as students blend all of the sounds together to say the word.
5. Then, say: *What the new word?* Sweep your finger quickly under the word as students say the word.
6. Repeat steps 3-5 as outlined until all words on the list have been built.

#### Corrective Feedback

Point to the targeted letter and say the correct sound. Then, ask students to say the sound independently. Then, model blending the word with the new sound. Finally, have students blend the word independently.

## Routine #11

### Spelling Dictation

1. (SB page 219-220). Say: *The word is \_\_\_\_.* Use the word in a sentence.
2. Ask: *What word?* (students respond)
3. Say: *Fist in the air. Say and count the sounds in \_\_\_\_.* Students say each sound in the word, holding up a finger for each sound.
4. Ask: *What's the first sound in \_\_\_\_?* (students respond)
5. Ask: *What card?* Point to sound/spelling card as students name the card picture.
6. Ask: *What spelling?* Point to spelling on card as students say spelling.
7. Say: *Write it.* Student write spelling on paper or white board.
8. Repeat steps 4-7 as outlined until the entire word has been spelled.
9. Write the word on the board. Ask students to compare their spelling with yours.
10. After giving students an opportunity to make corrections, say: *Now, let's say and spell the word together.* Have students say the word and spell it aloud.

## Routine #12

### Reading a Decodable

1. Review any high frequency words using the Read/Spell/Read routine (SB page 255).
2. Point to the title of the book and say: ***The title of this book is \_\_\_\_.*** Now you point to the title. Ask: ***What's the title of this book?*** (students respond) Make note of the author and illustrator of the book.
3. Say: ***Now it is time to browse the book. Remember, when we browse a book, we look at the illustrations and words to get an idea of what the story is about. We also look for any difficult words.*** Allow students time to quickly browse the book.
4. Address any difficult words by writing the words on a white board and blending the words.
5. Say: ***You'll read this book a page at a time. First you'll whisper read the page to yourself, and then we'll read the page together.***
  - Whisper Read. Say: ***Finger on the first word.*** Pause for students to place their finger under the first word on the page and then say: ***Whisper read the page to yourself. Remember to point to each word as you read. If you finish early, whisper read the page again.***
  - Choral Read. When more than half of the students have finished whisper reading the first page, say: ***Go back to the beginning of the page and point under the first word.*** Pause. Say: ***Ready? Read.*** Choral read the first page with students, ensuring that all students are responding and tracking under the words as they read.
6. Continue the whisper read/choral read process until all pages have been read

## Routine #12

### Reading a Decodable (cont.)

7. Say: ***Now it is time for individual turns.*** Randomly call on students to read each page. Remind students to point to the words as others are reading.
8. Ask questions about the story. Remind students point to the answer in the text.
9. Assign students reading partners. Allow students time to practice reading the book with their partner (SB pages 385-390)

#### Corrective Feedback

If a student or students misidentify a word, point to the word and say: ***Stop. The word is \_\_\_\_.*** Put your finger on the word. ***What's the word?*** (students respond) ***Go back to the beginning of the sentence.***

## **Routine #13**

### **Vocabulary**

#### **Specific Word Instruction**

##### 1. Introduce the Word

Write the word on the board. Say: *The word is reluctant.*  
**What word?** (reluctant)

##### 2. Provide a Student-Friendly Definition

Say: *Reluctant means you are not sure you want to do something. When you are not sure you want to do something, you are...* (reluctant)

##### 3. Illustrate the Word with Examples

Say: *If your mother asked you to try a new food, you might be...(reluctant) You might be reluctant to watch a scary movie.*

##### 4. Check Students' Understanding

Choose one of the following to check students' understanding

- Ask a deep processing question. Say: *Why would a student be reluctant to go to a new school?*
- Provide examples/non examples. Say: *Would you be reluctant to go to recess on a warm sunny day? Why or why not?*
- Have students generate examples. Say: *Tell your partner something you would be reluctant to do.*
- Provide a sentence starter. Say: *Tell your partner something a cat might be reluctant to do. Start your sentence by saying, "A cat might be reluctant to..." Then tell why.*

Note: This routine example adapted from WRRFTAC 2007

## **Routine #14**

### **Vocabulary**

#### **Word Learning Strategy** **(WAC-the-Word)**

Read the sentence containing the vocabulary word.  
WAC-the-Word to determine the meaning of the word in context.

- 1) **Look for Word Structure** within the unfamiliar word. Try to break the word into parts.
  - Look at the prefix. What does it mean?
  - Look at the suffix. What does it mean?
  - Look at the root word. What does it mean?
  - Put the parts together. What does the whole word mean?
- 2) **Look for Apposition** to see if the word is followed by the definition, often set off by commas.
- 3) **Look for Context Clues** in the words, phrases, and sentence surrounding the unfamiliar word.
- 4) **Guess the Word's Meaning** Using steps 1, 2, and 3
- 5) **Try Out the Meaning in the Original Sentence** to check whether or not it makes sense.
- 6) Use the glossary and/or dictionary, if necessary, to confirm the meaning.



# **Routine #15**

## **Comprehension**

### **Reading the Selection**

#### 1. Before Reading

- Build background by activating prior knowledge and sharing relevant information
- Browse selection (first few pages) and set purpose(s) for reading. Present question to generate interest.
- Introduce key vocabulary (Routines #13 and #14)

#### 2. During Reading

- Model strategies through think-alouds (early in year); prompt use of strategies and have students use strategies independently (throughout year)
- Present strategies as tools for building comprehension; keep the focus on constructing the meaning of text rather than on the strategies themselves
- Have students stop periodically and check to see whether the text makes sense. Use strategies like Clarifying and Summarizing to support comprehension
- Reread the text applying Comprehension Skills

#### 3. After Reading

- Discuss the selection (SB 629)
- Make connections to other text selections in the theme, as well as to text selections in prior themes
- Discuss what new information was learned
- Respond to the selection through writing using Writing Into, Writing Through, Writing Out (SB 630)