Instructional Routines

Instructional routines provide structure and consistency to *Magnetic Reading Foundations*. Each routine includes step-by-step instructions for teacher modeling and student application.

Meet the Routines!

The routines include scripting for the specific skill being taught. Routines are included for:

- Phonological Awareness
- High-Frequency Words
- Phonics
- Corrective Feedback

ROUTINE NAME

TEACHER MODELING
Explicit modeling gives children clarity and confidence.

STUDENT APPLICATION
As children become more familiar with the routines, they can use the familiar steps as tools for mastering new skills.

BLEND SOUNDS ROUTINE

MODEL Blend the sounds in *sheep*.

Listen to the Sounds: *I am going to blend sounds together to say a word. Listen as I say the sounds: /sh/ /ē/ /p/.*

Blend the Sounds Together: *Now I will blend those sounds together: /shēēēp/. The word is* sheep.

APPLY Have children blend the sounds in *thumb*.

Listen to the Sounds: *Your turn! Listen as I say the sounds in a word: /th/ /ŭ/ /m/.*

Blend the Sounds Together: *Now **you** blend the sounds together to say the word. /thŭŭŭmmm/ What is the word?* thumb

Now use the routine and have children blend the sounds in the words below. Correct all errors.

/sh/ /ō/, show	/th/ /ĭ/ /n/, thin
/TH/ /ō/ /z/, those	/sh/ /ā/ /k/, shake
◀ /p/ /ŭ/ /p/, pup	◀ /ŭ/ /s/, us

Phonological Awareness Routines

Phonological awareness is the understanding that spoken language is made up of sounds. Phonological awareness lessons help children recognize and manipulate spoken sounds before learning to attach each sound to a grapheme, or letter(s).

Recognize

SKILL: Isolate Phonemes

ISOLATE SOUNDS ROUTINE

MODEL Isolate the first sound in the word *shed*.

Listen for the Sound: *I am going to listen for the first sound in the word* shed.

Say the Sound: *Now I will say the first sound I hear in* shed: */sh/. The first sound in* shed *is /sh/.*

APPLY Have children isolate the first sound in the word *thumb*.

Listen for the Sound: *Your turn! What is the first sound in the word* thumb?

Say the Sound: *Now you say the first sound you hear.* /th/ *Again.* /th/

SKILL: Identify Phonemes

IDENTIFY SOUNDS ROUTINE

MODEL Identify the common sound in the words *sheep*, *shell*, and *shade*.

Listen for the Same Sound: *I am going to listen for the same sound in three words. Listen as I say the words:* sheep, shell, *and* shade.

Name the Sound: *Now I will say the sound that is the same in all three words: /sh/. The first sound in* sheep, shell, *and* shade *is /sh/.*

APPLY Have children identify the common sound in the words *this*, *these*, and *them*.

Listen for the Same Sound: *Your turn! Put on your listening ears as I say three words. What sound is the same in* this, these, *and* them?

Name the Sound: *Now you say the sound that is the same.* /TH/

SUPPORT LEARNER VARIABILITY: Options for Differentiation

Make It Visual

Use counters to represent each phoneme. Chips, buttons, blocks, or cubes all make useful counters. As children progress from working with initial sounds to medial sounds, consider using one color counter for consonant sounds and a different color for vowel sounds. Visual scaffolds can be used for all phoneme level skills, but they are particularly helpful for isolation, segmenting, deletion, addition, and substitution tasks.
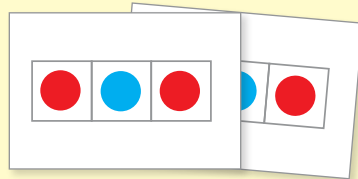
Add Movement

Have children use their fingers to represent each sound.

For phoneme isolation or segmenting tasks, have children tap the sounds by bringing each finger to their thumb.

For phoneme identification and manipulation tasks, hold up one finger to represent each sound.

EL English Learners

Have children use small mirrors to watch how their mouths move as they form sounds.

Instructional Routines *continued*

Blend

SKILL: Blend Onset and Rime

BLEND SOUNDS ROUTINE

MODEL Blend the onset and rime in *dad*.

Listen to the Sounds: *I am going to blend sounds to say a word. Listen as I say the first sound and then the rest of the word: /d/ /ăd/.*
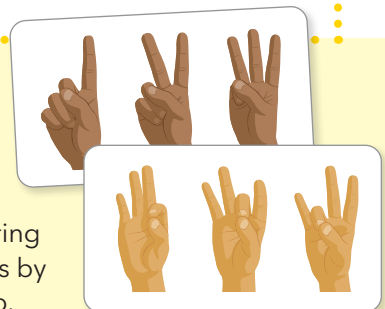
Blend the Sounds Together: *Now I will blend the parts of the word together: /d/ /ăd/. The word is* dad.

APPLY Have children blend the onset and rime in *dot*.

Listen to the Sounds: *Your turn! Listen as I say the first sound and the rest of the word: /d/ /ŏt/.*

Blend the Sounds Together: *Now **you** blend the sounds together to say the word. /d/ /ŏt/ What is the word?* dot

SKILL: Blend Syllables

BLEND SOUNDS ROUTINE

MODEL Blend the syllables in *chapter*.

Listen to the Sounds: *I am going to blend syllables together to say a word. Listen as I say the syllables:* chap • ter.

Blend the Syllables Together: *Now I will put those syllables together:* chap • ter. *The word is* chapter.

APPLY Have children blend the syllables in *whistle*.

Listen to the Sounds: *Your turn! I am thinking of a word. Listen as I say the syllables of the word:* whis • tle.

Blend the Syllables Together: *Now **you** put the syllables together to say the word.* whistle

SKILL: Blend Phonemes

BLEND SOUNDS ROUTINE

MODEL Blend the sounds in *while*.

Listen to the Sounds: *I am going to blend sounds together to say a word. Listen as I say the sounds: /hw/ /ī/ /l/.*

Blend the Sounds Together: *Now I will blend the sounds together: /hwīīlll/. The word is* while.

APPLY Have children blend the sounds in *choose*.

Listen to the Sounds: *Your turn! Listen as I say the sounds in a word: /ch/ /o͞o/ /z/.*

Blend the Sounds Together: *Now **you** blend the sounds together to say the word. /cho͞ozzz/ What is the word?* choose

SUPPORT LEARNER VARIABILITY: Options for Differentiation

Make It Visual
Use counters such as tiles, cubes, cards, or chips to visually represent each syllable, phoneme, onset, or rime.
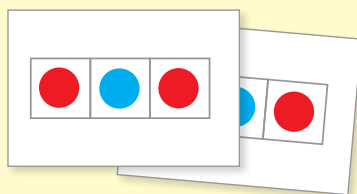
Attach Print
Adding print can be an effective scaffold for phonological awareness activities. Follow the routine, adding letters to index cards or Elkonin Boxes as you go.

Add Movement
Have children use their fists or fingers to represent each syllable or sound. For syllable or onset and rime tasks, use a fist to represent each part of the word. For phoneme-blending tasks, have children tap the sounds by bringing each finger to their thumb.
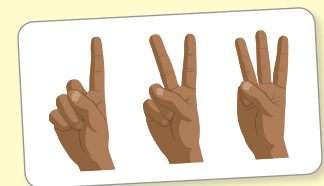
SKILL: Segment Onset and Rime

SEGMENT SOUNDS ROUTINE

MODEL Segment the onset and rime in *rid*.

Listen to the Word: *I am going to break the word* rid *into two parts: the first sound and the rest of the word.*

Say the Sounds in the Word: *The first sound in* rid *is /r/. The rest of the word is /ĭd/. The two parts of* rid *are /r/ /ĭd/.*

APPLY Have children segment the onset and rime in *rap*.

Listen to the Word: *Your turn! Listen to the word:* rap.

Say the Sounds in the Word: *Now* **you** *say the first sound you hear in* rap. */r/ What is the rest of the word? /ăp/. What are the two parts of* rap? */r/ and /ăp/.*

SKILL: Segment Syllables

SEGMENT SOUNDS ROUTINE

MODEL Segment the syllables in *whimper*.

Listen to the Word: *I am going to break a word apart into its syllables. Listen as I say the word:* whimper.

Say the Syllables in the Word: *I will clap as I say each syllable in* whimper: whim • per. *The syllables in* whimper *are* whim- *and* -per.

APPLY Have children segment the syllables in *cheaper*.

Listen to the Word: *Your turn! Listen as I say a word:* cheaper.

Say the Syllables in the Word: *Now* **you** *say the syllables you hear in* cheaper. *Clap as you say each syllable:* cheap • er.

SKILL: Segment Phonemes

SEGMENT SOUNDS ROUTINE

MODEL Segment the sounds in *chase*.

Listen to the Word: *I am going to break the word* chase *into its sounds.*

Say the Sounds in the Word: *What sounds do I hear in* chase? */ch/ /ā/ /s/*

APPLY Have children segment the sounds in *chin*.

Listen to the Word: *Your turn! Listen carefully as I say a word:* chin.

Say the Sounds in the Word: *Now* **you** *say the sounds you hear in* chin. */ch/ /ĭ/ /n/.*

Add Movement
Have children use their fingers to represent each sound.

For phoneme isolation or segmenting tasks, have children tap the sounds by bringing each finger to their thumb.
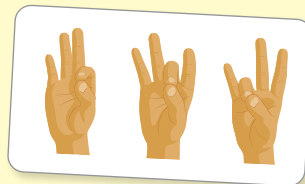
EL English Learners
Model saying syllables, phonemes, and onset and rimes clearly and slowly. In addition to adding visual and kinesthetic supports when blending and segmenting sounds, check for language transfers to support English learners when sounds may not be familiar to them.

Manipulate

SKILL: Add Phonemes

ADD SOUNDS ROUTINE

MODEL Add /k/ to *loud* to form *cloud*.

Listen and Add a Sound: *I am going to add a sound to the word* loud *to make a new word. I will add /k/ to the beginning of* loud.

Say the New Word: *When I add /k/ and* loud, *the new word is* cloud.

APPLY Have children add /d/ to *rip* to form *drip*.

Listen and Add a Sound: *Your turn! Say* rip. *Add the /d/ sound to the beginning of* rip.

Say the New Word: *What new word do you get when you add /d/ and* rip? *drip*

SKILL: Delete Phonemes

DELETE SOUNDS ROUTINE

MODEL Delete /k/ from *cloud* to form *loud*.

Listen: *I am going to take away a sound from a word to say a new word. I will take away /k/ from the beginning of* cloud.

Say the New Word: *When I take away /k/ from* cloud, *the new word is* loud.

APPLY Have children delete /d/ from *drip* to form *rip*.

Listen: *Your turn! Say* drip. *Take away /d/ from the beginning of* drip.

Say the New Word: *What new word do you get when you take away /d/ from* drip? *rip*

SKILL: Substitute Phonemes

CHANGE SOUNDS ROUTINE

MODEL Change /sh/ in *ship* to /ch/ to form *chip*.

Listen: *I am going to change the sound in a word to say a new word. I will change /sh/ in* ship *to /ch/.*

Say the New Word: *When I change /sh/ in* ship *to /ch/, the new word is* chip.

APPLY Have children change /ch/ in *chat* to /TH/ to form *that*.
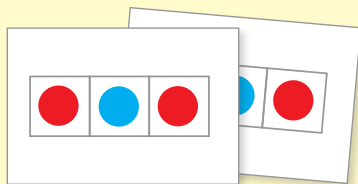
Listen: *Your turn! Change /ch/ in* chat *to /TH/.*

Say the New Word: *What new word do you get when change /ch/ in* chat *to /TH/?* *that*

SUPPORT LEARNER VARIABILITY: Options for Differentiation

Make It Visual
Use counters to represent each phoneme. Chips, buttons, blocks, or cubes all make useful counters.

Attach Print
Adding print can be an effective scaffold. Follow the routine, adding letters to index cards or Elkonin Boxes as you go. Adding print can be used for all phoneme-level skills, but it is particularly helpful for identifying, segmenting, deletion, addition, and substitution tasks.

Add Movement
For phoneme-manipulation tasks, hold up one finger to represent each sound.
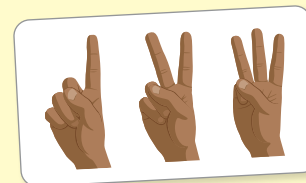
EL English Learners
Model saying syllables, phonemes, and onset and rimes clearly and slowly. In addition to adding visual and kinesthetic scaffolds when manipulating phonemes, check for language transfers to support English learners when sounds may not be familiar to them. Use the **Articulation Cards** and videos as pronunciation models.

High-Frequency Words Routine

Children learn new High-Frequency Words, known as "Super Words," each week. The Super Words Routine guides children to use letter-sound knowledge to identify any known spellings in the words before moving on to learning the unknown spellings.

High-Frequency Words

SKILL: High-Frequency Words

SUPER WORDS ROUTINE

See and Say the Word: Display the **Super Word Card.** Read the word and have children repeat it. Read the context sentences on the back of the card.

Spell the Word: Have children say the letters in the word. Review known sound-spellings and have children say them with you.

Write the Word: Have children write the word on a piece of paper and check their spelling.

SUPPORT LEARNER VARIABILITY: Options for Differentiation

Make It a Game!
Once children have learned a set of high-frequency words, have them build automaticity by introducing some games. For example, have children cheer or sing word spellings, say letters as they shoot imaginary basketballs into hoops, or create two sets of index cards with the words on them to play a memory matching game. As children become more proficient, introduce a speed challenge, having children read a set of **Super Word Cards** in decreasing amounts of time.

Share Tools for Learning and Self-Checking
Post the **Super Word Cards** in the classroom for children to use as a reference. Remind children to use the cards as a tool for learning and for self-checking as they work.

like   what

what   like

there   make   like   what

Phonics Routines

The phonics routines in *Magnetic Reading Foundations* guide children to understand the systematic relationship between letters and the sounds they represent.

Phonics includes the explicit teaching of two distinct skill types:

• **Decoding:** Connecting the spellings of words to speech.

• **Encoding (Spelling):** Converting speech sounds to written letters, or graphemes.

Phonics

SKILL: Decoding

BLEND WORDS ROUTINE

MODEL   Write the word *chat* on the board.

Say the Sounds: *I am going to say each sound in the word* chat: *the letters ch stand for /ch/, a stands for /ă/, and t stands for /t/.*

Blend the Sounds Together: *Now listen as I blend these sounds together: /chaaat/,* chat. *Say the word with me:* chat.

APPLY   Write the word *when* on the board.

Say the Sounds: *Your turn! Say each sound in the word. /hw/ /ĕ/ /n/.*

Blend the Sounds Together: *Now blend the sounds together. /hweeen/,* when.

SKILL: Encoding

SPELL IT ROUTINE

MODEL   Think aloud as you spell the word *chin*.

Say the Word: *The word is* chin. *I am going to think about the sounds I hear in* chin.

Connect Sounds to Spellings: *First, I will say the word slowly,* chin. *Next, I will think about the first sound I hear. The first sound in* chin *is /ch/. I know that the letters c and h together stand for /ch/. I will write ch.*

Repeat for the remaining sounds to spell *chin*.

APPLY   Have children write today's first dictation word on page 10 of their Student Workbook.

Say the Word: *Your turn! The first word is* chop. *Remember to say the word to yourself to help you think about the sounds.*

Connect Sounds to Spellings: *Think about the first sound in* chop. *Ask yourself which letters stand for that sound. Write the letters. Keep going for each sound in* chop!

SUPPORT LEARNER VARIABILITY: Options for Differentiation

Make It Visual

Use cards! *Magnetic Reading Foundations* cards support all phonics lessons.

Sound-Spelling & Articulation (SS&A) Cards

Use the **Sound-Spelling Cards** to introduce and review sound-spellings. Point to the sound-spelling on the card, say the sound, and name the image that supports the sound.

Use the **Articulation Cards** to support the proper formation of each sound. Use the image on the front of the card as a visual model as you share the articulation steps on the back of the card with children.

Word Building Cards

Use the Word Building Cards to support decoding and encoding lessons. Model building and blending words with the cards. Then have children use the cards to practice blending and building words.

EL English Learners

Have children use Elkonin Boxes to reinforce sound-spelling connections as they decode and encode words.
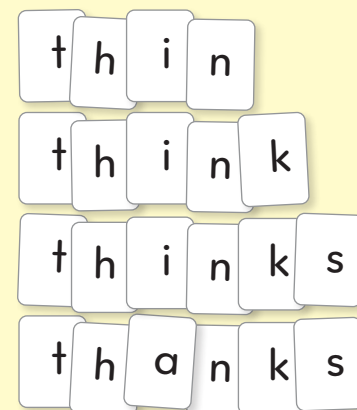
Corrective Feedback Routines

Use the Corrective Feedback routines as needed to address and correct children's errors in decoding and encoding tasks. Using the routines ensures that children are prompted to review and correct their own errors in an efficient and consistent way.

Corrective Feedback

ERROR TYPE: Decoding Words

CORRECTIVE FEEDBACK: DECODING

Review errors with individual children. If children make an error decoding a word, provide corrective feedback.

Say: *The word is ___.*

Point to the sound-spelling that children missed and say the correct sound (For example: *ck*).

Ask: *What's the sound?* Have children respond chorally.

Say: *Let's go back and read the word again.*

Then have children reread the word, the entire row of words, or the entire sentence chorally. Circulate and listen in to children who missed the word the first time.

ERROR TYPE: Encoding Words

CORRECTIVE FEEDBACK: ENCODING

Review errors with individual children. If children make an error in spelling, provide corrective feedback.

Say: *The word ___ is spelled ___.*

Show: Guide children to use tools such as Sound-Spelling Cards, Super Word Cards, or a sound wall to check their own spelling.

Write: Then write the word on the board.

Check: Ask children to confirm or correct their spelling while you circulate and check their work.

SUPPORT LEARNER VARIABILITY: Options for Differentiation

Share Tools for Learning and Self-Checking
Use the **Sound-Spelling** and **Articulation Cards** to create a sound wall in your classroom. Remind children to use the cards as a tool for learning and for self-checking as they work.