

	Page Number	Purpose	Procedure	Prompts	Which Words
<b>Spatial Layout Section 3</b>	p.19	Breaking letters out of words, directionality, spatial layout	1. Word appears (no demo) 2. Pull down in order (demo) 3. They pull down. Child may push up, down or to the left. (Ex: c-a-n or w-ent)		Known words
<b>Seeing Something He Recognizes Section 4</b>	p.23-24	Learn to look at print and fast recognition of letters	Say, " Make your name here. We make it like this." Model the movements in the air. The teacher then holds the child's hand and guides him to make the first letter. Teacher uses verbal description of movement. Teacher writes rest of child's name. Child copies the name.		Known words
<b>Reading During Early Lessons Section 5</b>	p. 39-41	Expand the Meager Knowledge of Words- New Words	Assemble magnetic word in front of child L to R. Break letters out to the left one at a time. Child does the same. Run finger under it and check it. <b>OR</b> You write the word. Write the word in big print. Ask the child to trace the word, saying it slowly. <b>OR</b> Ask the child to construct or write the word several times to become fluent. Child does the same. Run finger under it and check it. You write the word. Child writes the word.	"Check it!"	Words from the child's writing, familiar books or running record
<b>Taking Words Apart Section 5</b>	P.42-43	Learning about words, and how words work. Extend CAP.	Assemble word L to R with magnetic letters. Read word and sweep finger. Pass child letters and have them build copy of word. Ask, "What word have you made?"	"If we were going to write this word, we would have to make it letter by letter." Ask questions on pg. 43	Known words at first

<p><b>Taking Words Apart Section 5</b></p>	<p>p.42-43  P. 44</p>	<p>Breaking words apart from left to right</p>	<p>Assemble word L to R with magnetic letters. Run finger under &amp; say, "What is the first letter in <i>look</i>? Can you hear the last part of <i>looking</i>? We can take the first part away (to the left)."</p> <p>Ask the child to watch you build <i>went</i> and pull 'w' and then 'ent' to the left. Ask the child to mimic.</p>		<p>Known words</p>
<p><b>More About Attending to Words in Isolation Section 13</b></p>	<p>p. 140</p>	<p>Construct known words letter by letter from L to R, easily</p>	<p>Say the word Ex. <i>Can</i>. Construct the word from L to R. Leave it there. Child makes the word as you hand them letter by letter (leave model up).</p>	<p>"Look at the word, run your finger under it as you say it slowly." "What do you hear at the beginning?"</p>	<p>Known words from r.r., yesterday's writing or familiar book</p>
	<p>p. 141</p>	<p>Construct known words letter by letter from L to R (increased difficulty)</p>	<p>To increase difficulty of constructing words: place correct letters on the board, scramble and they assemble or have them find the letter from a larger group, or have him write the letters.</p>		<p>Known words</p>
	<p>p.141</p>	<p>To look for similarities. Comparing two words.</p>	<p>Construct known word ex: '<i>go</i>'. Pass child letters one by one and they assemble a copy below yours. Say, "Check it with your eyes." Say, "Move your finger under it." Say, "Read it." Add a new word, '<i>no</i>' to the right. Pass letters and they make copy. Have them sweep and read. "How are they the same? How are they different?"</p>		<p>Known words that he will encounter again in his books. Ex: <i>go, no</i></p>

<b>More About Attending to Words in Isolation Section 13</b>	p.141	Learning to substitute initial letter	Construct 'go' and 'no'. Make copy of 'go' below and demo how you can take off first letter and make 'no'. Pass him a 'g' and say, "Change my word back to 'go'. Back to 'no'. Make 'so'." (Leave original models up for reference)		Known words
	p.142	Compare 3 words in a set-Changing 1 <sup>st</sup> letter	Work with child to construct a three-word list (you model or do together). Have him read the list and leave models up. In clear workplace, build 'he', then 'me', then 'we'.	"I can make 'he' and change the first letter to make 'me' and change the first letter to make 'we'."	Ex: <i>he, me, we</i> or <i>had, sad, dad</i>
	p.142-143	Onset and rime	Break word by onset and rime. Use three words. Ex: <i>back, pack</i> and <i>sack</i> Ask the child to hear and say the part that is the same. Make that part on the board and say it. Pass the child the initial letter while you say the word.	Gradually increase the difficulty. (see p. 143)	3 or 4 letter words
	p.143	Using Analogies	Build the known word, 'can'. Say, "Let's change 'can' to 'ran'."		
<b>Taking Words Apart While Reading Section 12</b>	p. 130	Compare Words-first letter, SFV, Final Letters	Have two words up. Read each. Ex: VI: <i>And/and</i> , SFV: <i>Molly/mother</i> or <i>this/the</i>	"What could you check? How could I check that?"	Partially familiar words
	p. 130	Inflections	Have word up. Read it. Add 's' in different color. Read it.		One syllable words with inflect. end
	p. 131	Multisyllabic Words-Hearing chunks	Put word up on board. Or locate word in text. Clap the word.	"What do you already know about that word?"	

**NOTE:** pp. 130-138 *Taking Words Apart While Reading* covers procedures for word work during or after the reading of text.

pp. 138-150 *More About Attending to Words in Isolation* covers procedures to reference.

P. 145 gives additional information on which word to choose