

Emergent Reading



for the
Elementary Classroom

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Emergent Reading in the Elementary Classroom

While it is developmentally appropriate for 6 year olds to be emergent readers, in previous years this was not the case of children coming from Montessori Early Childhood environments. In fact, it was the norm that students coming from Early Childhood were often reading. Many Elementary Montessori Teacher Education Programs today only give a cursory glimpse at the skills necessary to teach reading. Even those programs that do acknowledge that there are children who enter the Elementary environment in the initial stages of reading, give instruction in the tradition Pink, Blue, and Green Montessori Reading series. The difficulty with this program is time. We at ETC recognize the efficacy of this series, if the child has approximately one and a half years to complete it. Unfortunately first level children do not have this much time as the vast majority of their curriculum requires some reading abilities.

The following reading sequence grew from this disparage. Emergent readers need lessons to develop phonological awareness, phonemic mastery, decoding, and in constructing meaning. When non-readers attempt the beginning of the year activities, they are unsuccessful; furthermore, their teachers are not able to help them fill in the gaps within the Montessori framework. This Emergent Reading curriculum is intended to help those teachers unfamiliar with the skill of teaching reading. In addition, it will allow those emergent readers to work at their skill level and still participate fully in appropriate classroom activities.



Phonemic Awareness Assessment

Taken from *Phonics from A to Z: A Practical Guide*, Wiley Blevins, Scholastic Professional Books, 1998

Name _____

Date _____

Rhyme

A. Ask the child if the following word pairs rhyme.

1. cat/hat _____yes 4. can/man_____yes

2. pig/wig _____yes 5. let/pen _____no

3. box/lip _____no 6. sun/run _____no

B. Say the following rhyming words pairs. Ask the child to provide another rhyming word.

1. rack,sack _____ 4. goat, coat _____

2. pop, hop _____ 5. wide, hide _____

3. wing, king _____ 6. bake, lake _____

Oddity Tasks

C. Make picture cards for the following word sets. Display each picture-card set. Ask the child to find the two pictures whose names **begin** with the same sound. Circle the child's choices.

1. sun sock fish 4. pig pan dog

2. mop sun man 5. dog ten top

3. pig leaf log 6. fan leaf fish

D. Make picture cards for the following word sets. Display each picture-card set. Ask the child to find the two pictures whose names **end** with the same sound. Circle the child's choices.

1. bat rack nut 4. bus glass bat

2. cup top pen 5. sock cup rake

3. ten fan cup 6. dog leg leaf

Oral Blending

E. Say the first sound of a word and then the rest of the word. Have the child say the word as a whole.

1. /s/...at _____sat 4. //...ock _____lock

2. /m/...op _____mop 5. /t/...ape _____tape

3. /f/...ish _____fish 6. /b/...ox _____box

F. Say each word sound by sound. Ask the child to say the word as a whole.

1. /m/ /ē/ _____me 4. /s/ /u/ /n/ _____sun

2. /s/ /ā/ _____say 5. /m/ /ā/ /k/ _____make

3. /f/ /ē/ /t/ _____feet 6. // /ā/ /z/ /ē/ _____lazy

Oral Segmentation

G. Say each word. Ask the child to clap the number of syllables he or she hears in each word.

1. pencil _____2 4. bookmark _____2

2. map _____1 5. elephant _____3

3. tomato _____3 6. rock _____1

H. Say each word. Have the child say the first sound he or she hears in each word.

1. sun _____/s/ 4. top _____/t/

2. mop _____/m/ 5. candle _____/k/

3. leaf _____/l/ 6. yellow _____/y/

I. Say each word. Have the child say the last sound he or she hears in each word.

1. bat _____/t/ 4. take _____/k/

2. hop _____/p/ 5. glass _____/s/

3. red _____/d/ 6. leaf _____/f/

J. Say each word. Have the child say each word sound by sound.

1. see _____/s/ /ē/ 4. rain _____/r/ /ā/ /n/

2. my _____/m/ /ī/ 5. tub _____/t/ /u/ /b/

3. lake _____/l/ /ā/ /k/ 6. rocks _____/r/ /o/ /k/ /s/

Phonemic Manipulation

K. Say each word. Have the child say the word without the first sound.

1. sun _____un 4. ship _____ip

2. mat _____at 5. bike _____ike

3. leaf _____eaf 6. stop _____top

L. Say each word. Have the child replace the first sound in the word with /s/

1. mad _____sad 4. pick _____sick

2. run _____sun 5. hand _____sand

3. cat _____sat 6. chip _____sip

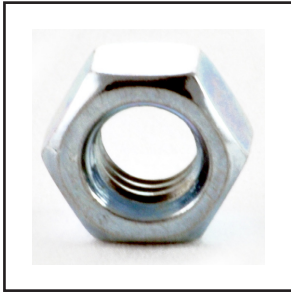
Beginning of the Year Assessment

It is important to understand where each emergent reader is on the continuum of learning to read. Use the Phonemic Awareness Assessment on the previous page to identify the strengths of each child. The assessment should be done individually and usually takes approximately ten minutes for each child.

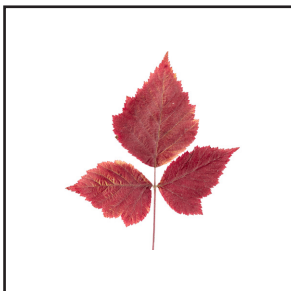
Oddity Task Pictures.....cut out each picture and use for sections C and D



Oddity Task Pictures.....cut out each picture and use for sections C and D



10



Stages of Reading Development

| Stage | Characteristics | What It Looks Like |
|---------------------|---|--|
| Emergent | <ul style="list-style-type: none"> • Pretends to read. • Demonstrates awareness of print. • Demonstrates awareness that print carries a message. • Demonstrates awareness that one spoken word matches one printed word. • Recognizes names, some letters, and some high-frequency words. • Begins to apply letter and sound relationships. • Uses information from pictures. • Begins to read signs and labels. • Enjoys both narrative and expository text. | <p>Students in the stage of emergent literacy are discovering basic concepts about print and learning to associate pleasure with reading, books, and being read to.</p> |
| Beginning | <ul style="list-style-type: none"> • Demonstrates awareness of the concept that letters represent sounds so that words may be read by saying the sounds represented by the letters. • Uses knowledge of letter sounds, together with the meaning and structure of language, to read words. • Activates background knowledge and experience to assist in making meaning. • Begins to use punctuation to guide phrasing. • Recognizes the majority of easy high-frequency words. • Begins to read both narrative and expository text. | <p>Students in the beginning reading stage know enough, at least on a tacit or nonverbal level, about reading and print to begin to learn individual words or acquire a sight vocabulary from their encounters with them. Both younger and older students may be beginning readers.</p> |
| Transitional | <ul style="list-style-type: none"> • Develops a significant foundation of automatically recognizable words. • Begins to be strategic in attacking unknown words, integrating multiple sources of information, e.g., letter/sound relationships, meaning, and structure of language. • Applies a variety of problem-solving strategies to read words and understand text. • Begins to read easy chapter books, as well as different genres with some fluency and ease. | <p>Students who are building fluency recognize many words automatically and read passages that are several sentences long without committing many errors. Transitional readers comprehend what they read, so their reading has become fairly rapid and accurate, and oral reading is expressive. Transitional readers are no longer beginners, but they are not yet fluent, independent readers.</p> |

| Stage | Characteristics | What It Looks Like |
|---------------------|---|--|
| Intermediate | <ul style="list-style-type: none"> • Sustains silent reading over longer texts. • Reads texts to enhance meaning and gain information. • Demonstrates awareness that different genres require distinct approaches to reading. • Develops a significant vocabulary base. • Is still acquiring strategies for attacking/decoding more complex words (using morphemes, syllables and affixes). • Develops a process for building a conceptual foundation through personal experiences and the need to bring that knowledge to their reading. • Is fluent with a variety of texts that contain familiar topics and text structures. | <p>Students in this stage may read chapter books for pleasure and homework assignments for learning. By this stage, proficient readers may pull dramatically ahead of struggling readers in their ease of reading, the amount of reading they do, and the amount of time they spend reading outside of school.</p> |
| Advanced | <ul style="list-style-type: none"> • Reads varied texts for many purposes including content area texts. • Acquires both new and academic vocabulary through experiences with text. • Selects strategies to construct meaning appropriate to genre, type of text, and purpose for reading. • Makes connections between texts, experiences, and knowledge of the world at large. • Extends beyond the text to interpret, analyze, synthesize, and formulate judgments. • Applies new knowledge acquired through reading to other areas. • Sustains interest and understanding over longer texts and throughout extended periods of time. | <p>Advanced readers are those who read and compare many sources of information on a topic. They use the reading experience as a way of generating original ideas of their own. They can also recognize and appreciate the author's style and technique. Their advanced skills are with most texts, but dependent upon background knowledge with topics and experience with text structures. A new genre and/or topic might be a temporary challenge.</p> |
| Proficient | <ul style="list-style-type: none"> • Proficient readers at any level know what and when they are comprehending and when they do not comprehend. • They can identify their purposes for reading and identify the demands placed on them by a particular text. • They can identify when and why the meaning of a text is unclear to them, and can use a variety of strategies to solve comprehension problems or deepen their understanding of a text | |

From: New Hampshire PreK-16 Literacy Action Plan for the 21st Century, Chapter IV: The Foundation, Section, pp. 15-17, June 2007) www.measuredprogress.org

Emergent Reading Curriculum

The following lessons address those beginning skills necessary to move from emergent to transitional reading.

1. Rhyming

Materials

Picture/word Word Study train
Short Vowel Rhyming cards
Blend Rhyming cards
Long Vowel Rhyming cards

2. Alliteration

Material

2 part puzzle word to sort under rime d-og, l-og

3. Oral Language -model segmentation of words

Materials

Clapping hands for pictures of syllable words

4. Beginning sounds- lesson on beginning/middle/end with objects

Materials

Sound Dominoes
set 1 Initial Consonant
set 2 Initial Vowel
set 3 Ending Consonant
set 4 Medial Consonant

5. Ending sounds -Manipulation of sounds

Material

Cross off ending sound to make new word (picture)
Vowel substitution makes different word
Picture
Word
Silent e moving from short vowel words to long vowel words

6. Alphabet knowledge

Materials

Sorting strips - letter with picture of initial sound
Sorting strips with lower case/capital letters

7. Phonological short term memory

Materials

Word building

Blending word sorting

Blend Word building

Syllable train with words and pictures

Word/picture train (remove initial sound, make new word)

Change the beginning sound to make a new word

Picture with word domino- cross off letter- find picture of new word

8. Concepts about print

Materials

Directionality of print

Different fonts for letters

Lower case

Upper case

9. Reading Words CVC, blends with CVC, Long Vowels

Materials

Word lists

Compound words with pictures and labels

Compound train with picture/label

10. Developing Reading Fluency

Materials

High Frequency Words

Phonetic Readers

Oral Language

Segmentation of Words by Syllable

Age

6 years

Aim

Direct: to identify parts of words

Indirect: to develop phonological awareness; preparation for reading words

Materials

None, Syllable Sorting for follow up

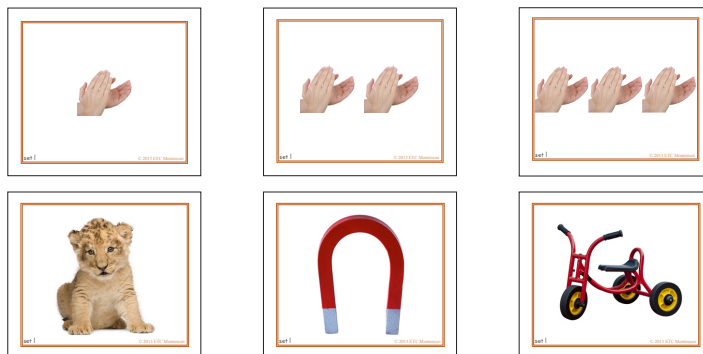
Presentation 1

1. Invite a group of children to the lesson.
2. "Today let's play a game with our names. My name is Samantha."
3. Clap the syllables in Samantha. "How many times did I clap? Yes, there are three parts in the name Samantha. Those parts are called syllables."
4. Clap the syllables of each child's name, giving the number of syllables in each name.

Follow Up

Sorting pictures by syllable - 2 sets

1. Have the children sort the pictures under the number of clapping cards that represent syllables.



Onset Identification

Sound Dominoes

Age

6 years

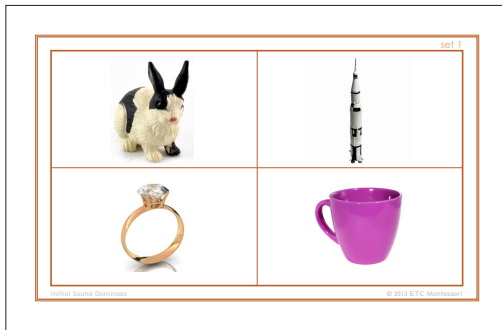
Aim

Direct: to listen and identify initial, ending and medial sounds

Indirect: to develop phonological awareness; preparation for reading words

Materials

A set of 3 objects, initial sound discrimination cards (set 1), container of glass “jewels”



Presentation 1

1. Invite a child to the lesson.
2. Place the three objects in a row across the top of the rug. Point to the object on the left and say, “This object is at the beginning.”
3. Point to the second object and say, “This object is in the middle.” Point to the third object and say, “This object is at the end.”
4. Do a three period lesson on beginning, middle, and end.
5. Place the initial sound dominoes on the rug with the container of “jewels”.
6. “Let’s listen to the beginning sound of these four pictures; rabbit, rocket, ring, cup. Three of them begin with the same sound, but one of them is different. Which three pictures begin with the same sound?”
7. “What sound do these pictures begin with? Yes, “rr”. Which one is different?” Place the jewel on the picture of the one that begins with a different sound.

Follow Up

1. Sets 2 - 4 of the Sound Dominoes.

Alphabet Knowledge

Sandpaper Letters

Age

3-6 years

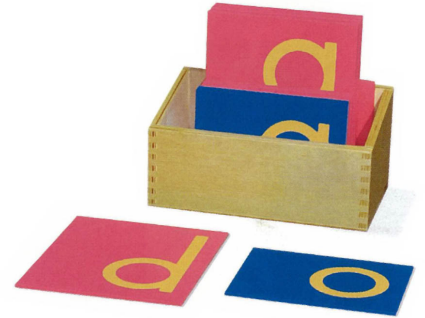
Aim

Direct: develop sound/symbol association; development of kinesthetic memory of sound through tracing; development of auditory memory of sound; development of visual memory of symbol

Indirect: preparation for writing; preparation for reading and blending

Materials

2 sandpaper letters-each letter of the alphabet is cut out in sandpaper and mounted on smooth board; consonants are pink and vowels are blue, initial sound book



Presentation 1

1. Invite the child to a table where the work is placed.
2. Ask the child if they know any of the letter sounds first.
3. Isolate one letter sound and say, "This says "mm". If the child names the letter, verify that they are correct, and reinforce the sound of the letter again.
4. Prepare your hand for tracing the letter by using your index and middle fingers.
5. Slowly trace the letter as you say the sound of the letter.
6. Invite the child to trace the letter, helping them to prepare their fingers on their dominant hand, if necessary.
7. Encourage the child to say the letter sound as they are tracing the letter.
8. Find the letter in the initial sound book and name the picture. "The first sound in mop is 'mm'".
9. Repeat the above process with a second letter.
10. Continue with other letters.

Follow Up

1. Introduce upper case letters to the child.

Alphabet Knowledge

Letter Strips

Age

4 - 6 years

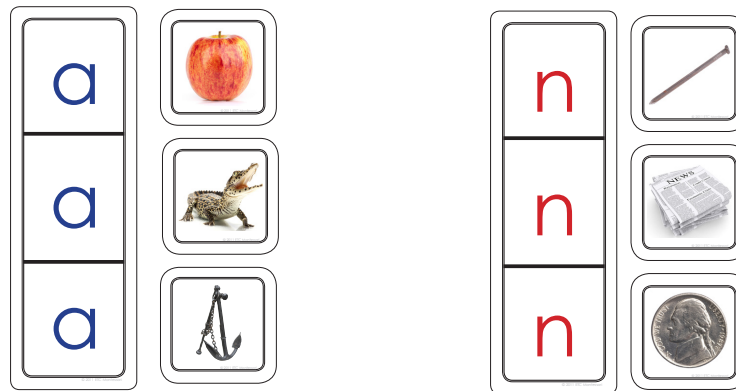
Aim

Direct: association of letter sound with picture

Indirect: left to right orientation; top to bottom orientation

Materials

2 letter strips with the same letter; 6 pictures corresponding to the initial letter sound grouped in a manageable way; container



Presentation 1

1. Invite the child to the lesson.
2. Place the letter strips from left to right, leaving enough room to place three pictures to the right.
3. Review the sounds of the letters on each strip.
4. Place the pictures in a stack face down.
5. Turn one picture over and say the name of the picture, "apple".
6. Place the picture to the right of the top **a** on the letter strip.
7. Continue in this manner and invite the child to complete the exercise.
8. Have the child read the letter and the pictures. "aaa- apple, aaa- alligator, aaa – anchor
9. Continue in the same way with the other letter strip.

Concepts About Print

Print Directionality

Age

6 years

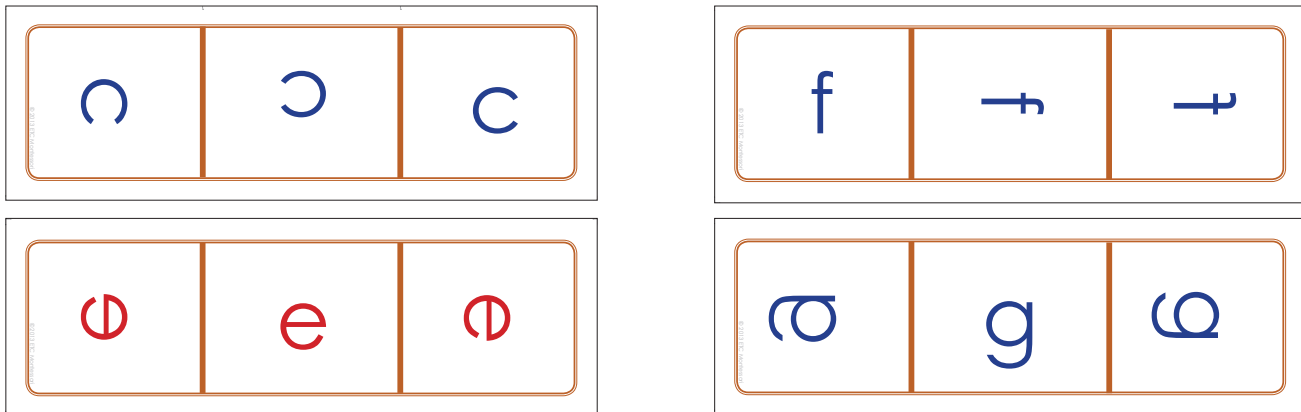
Aim

Direct: to recognize print orientation in the correct way

Indirect: preparation for writing and reading words

Materials

A set of letter strips with lower case letters oriented in different ways, container with “jewels”.



Presentation 1

1. Invite a child to the lesson.
2. “We have been working with different letters. Today, we are going to play a game with these letter strips. One of the letters is facing the correct way and the other two are not.”
3. Point to the first letter strip and ask the child to identify the letter that is oriented the correct way.
4. Have the child place a “jewel” on the letter that is oriented correctly.

Follow Up

1. Introduce the upper case orientation strips.
2. Introduce the different font sorting for lower case.
3. Introduce the different font sorting for upper case.

NOTE: The lower case letters of b,d,p, and q have been omitted due to the consistent confusion of the orientation of these letters in beginning readers.

Phonological Awareness

Rhyming Train

Age

6 years

Aim

Direct: to listen and identify objects and pictures that rhyme; increase aural perception; to discriminate between similar and different sounds; to classify objects according to similarity

Indirect: to develop phonological awareness; preparation for reading words

Materials

A set of objects that rhyme, rhyming trains sets 1 and 2.



Presentation 1

1. Remove each object from the basket one at a time. Have the child name each object, correcting him/her should they misname it.
2. Choose an object and clearly and slowly state only its name, "shell".
3. Place this object on the left side of the rug.
4. Choose the corresponding rhyming object and state its name "bell". Place it just to the right of the first object chosen.
5. State the name of the first object followed by its rhyming partner, "Shell/bell, shell and bell are rhyming words."
6. Continue with the remaining objects.
7. Set out the rhyming train pictures from set 1. Place the picture strip that has a star in the upper left corner of the rug. "This is a picture of a dog, what picture do you see that rhymes with dog?"
8. "Yes, log rhymes with dog." Place the picture of the log next to the dog. Continue in this manner until the train is complete. Ask the child to "read" the pictures to you.

Onsets and Rimes

Puzzle Word Sorting

Age

6 years

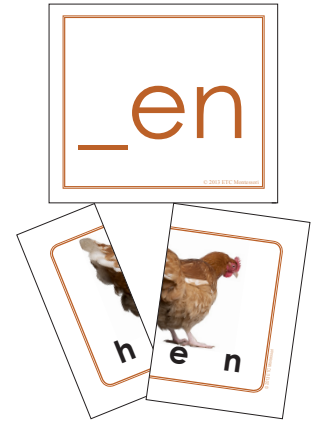
Aim

Direct: associate a word with a picture; to sort pictures under the correct rime (ending sounds)

Indirect: to develop phonological awareness; preparation for reading words

Materials

A set of sorting labels and puzzle words.



Presentation 1

1. Invite a child to the lesson.
2. "Today we are going to make words with these pictures." Choose the beginning part of the split puzzle.
3. "What do you think this could be? (r for rat). See if you can find the other part of the picture."
4. Place the parts together to get a full picture. "Look at the picture of the rat, and this word underneath spells the word rat." Set the completed puzzle to the side and continue putting the remaining puzzles together.
5. Take out the rime labels of _at, _ug, and _en and place them at the top of the rug.
6. "These labels have the ending letters for each puzzle. Let's see if we can sort the puzzles under their ending letters."
7. Have the child sort the pictures and "read" you their work.

Follow Up

1. Continue with other sets of puzzle word sorting.

Encoding Words

Word Building (CVC)

Age

6 years

Aim

Direct: to decode the initial, medial and final sounds of a word

Indirect: preparation for reading words

Materials

Moveable alphabet (red and blue) a set of three letter, short vowel word pictures



Presentation 1

1. Invite the child to the lesson.
2. Introduce the child to the moveable alphabet and ask which letters they recognize.
3. “We will use these letters to build the sounds you hear in words of these pictures.
4. Place the pictures in a column along the left side of the rug. Name each picture to be sure the child knows each one.
5. “Let’s start with the picture of the word **cap**. What is the first sound you hear in the word **cap**?”
6. Take the ‘c’ from the box and place it on the rug to the right of the picture.
7. “What is the next sound you hear in the word **cap**? Ask the child to take the “a” and place it next to the c. “What is the last sound you hear in ‘cap’?”
8. Ask the child to take the ‘p’ and place it next to the letter ‘a’. Place your hand, palm down, under the letter c and say, ‘cuh’.
9. Move your hand under the letter ‘a’ and turn it palm up, and say, ‘aaa’.
10. Move your hand under the letter ‘p’, palm down, and say ‘puh’.
11. Moving your hand back under the letter c say, ‘cap’ and move your hand, palm down under all three

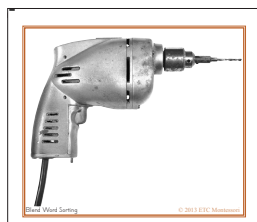
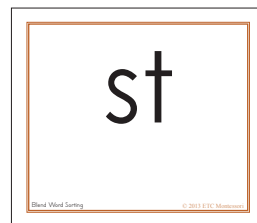
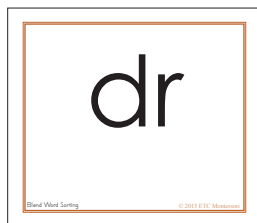
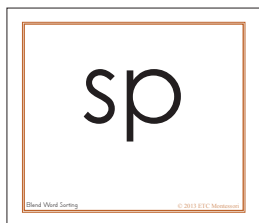
letters.

12. Continue to build words that are in the remaining pictures.

13. Ask the child to read their words to you and then record their work in their notebook.

Follow Up

1. Have the child work with different vowel CVC words
2. Introduce sorting pictures by their initial blends (blend sorting)
3. Introduce blend word building with CVC words.



Phonemic Awareness

Drop 1st Sound Train

Age

6 years

Aim

Direct: to produce new words by deleting initial sounds

Indirect: to develop phonemic awareness; preparation for reading words

Materials

The drop the first sound train



Presentation 1

1. Invite a child to the lesson.
2. Set out the drop the 1st letter train pictures. "Let's read the first word on the train. The first word says 'stop'. If I take away the beginning sound, what new word will I make?"
3. "Yes, the new word that you make when you drop the first sound is top." Place the picture of the top next to the word stop.
4. Continue building the train until complete.

Phonemic Awareness

Consonant Substitution Dominoes

Age

6 years

Aim

Direct: to produce new words by substituting initial sounds

Indirect: to develop phonemic awareness; preparation for reading words

Materials

A set of Consonant Substitution Dominoes for initial sound substitution



Presentation 1

1. Invite a child to the lesson.
2. Lay out the consonant substitution dominoes on the rug along with the smaller cut out pictures.
3. "Let's look at this first domino. Point to the first picture of a mop. "This is a picture of a mop. If we take off the "mm" sound and replace it with a "tt" what word will that make? "
4. Point to the center section of the domino as you are saying this. "Yes, top is the new word."
5. Place the picture of the top on the right hand side of the domino.
6. Continue with the remaining dominoes.

Follow Up

1. Have the child work with the dominoes where the ending sound is changed.
2. Have the child work with the medial vowel substitutions with CVC words.
3. Have the child work with the vowel substitutions with words and no pictures

Decoding Multi-syllabic Words with Short Vowel Sounds

Syllable Train

Age

6 years

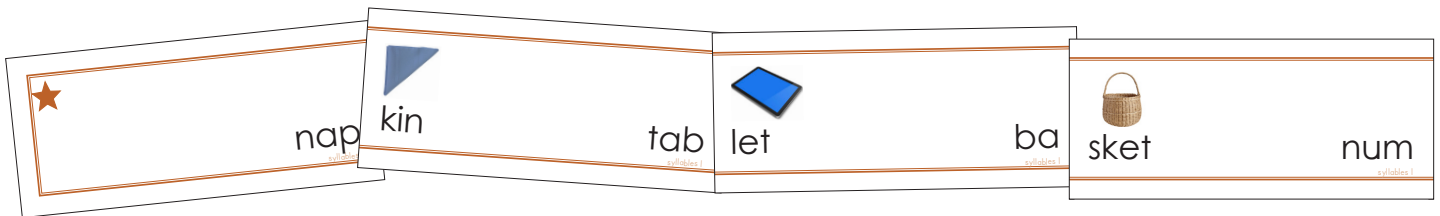
Aim

Direct: to decode short vowel syllables to build multi syllabic words

Indirect: to develop phonological awareness; preparation for reading words

Materials

Syllable train set 1



Presentation 1

1. Invite a child to the lesson.
2. Set out the syllable train pictures. "Let's read the first part of this word on the train. The first part of the word says 'nap'. Let's see if we can't find another part of a word that when we put them together make a whole new word."
3. "Yes, if we add 'kin' to 'nap' we get a new word, 'napkin'. Put the 'kin' syllable with the picture next to the 'nap'. Have the child read the word napkin."
4. Continue building the train until complete.

Follow Up

1. Have the child work with set 2

Decoding CVC Words

Three Letter Word Lists

Age

6 years

Aim

Direct: to put sounds together to make words, develop fluency in reading

Indirect: to provide experience with reading word families and multiple words and developing fluency

Materials

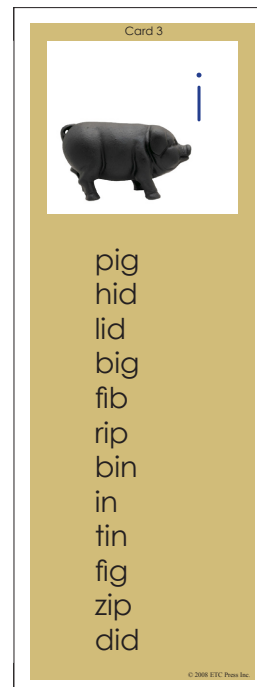
A word list that has 7-6 words (3 letter, short vowel) printed on a card

Presentation 1

1. Invite the child to the lesson.
2. "Today we are going to read a group of words. We will practice reading the words until you can read them very quickly."
3. Ask the child to sound out the words on the list, making sure they understand the meaning of each word.
4. Ask the child to read the word list again to see if they can read the list with less sounding out and more recognition.
5. Continue until the child "knows" the words on the list without sounding them out.

Follow Up

1. Work with different word lists not in the same word family.
2. Read different word lists with mixed vowel sounds.
3. Blend word sorting (sorting pictures by initial blends)
4. Read word lists with blends and short vowel sounds.
5. Work with the short vowel rhyming
6. Work with the short vowel phonetic readers books 1-5
7. Work with the blend short vowel readers books 6-11



Encoding Words

Word Building (Long Vowels)

Age

6 years

Aim

Direct: to decode the initial, medial and final sounds of a long vowel word

Indirect: preparation for reading words

Materials

Moveable alphabet (red and blue or red and black) a set of long vowel word pictures



c a k e

Presentation 1

1. Invite the child to the lesson.
2. “We will use these letters to build the sounds you hear in words of these pictures. All of these pictures have an “aa” sound in them, but there are different ways of building that sound.”
3. Place the pictures that are built with a_e in a column along the left side of the rug. Name each picture to be sure the child knows each one. “All of these words are built with an ‘a’ and a silent ‘e’.
4. Build this letter combination in red with the moveable alphabet above the pictures.
5. “Let’s start with the picture of the word **cake**. What is the first sound you hear in the word **cake**?”
6. Have the child take the ‘c’ from the box and place it on the rug to the right of the picture.
7. “What is the next sound you hear in ‘cake’?” Take both the ‘a’ and the ‘e’ and place them next to the ‘c’.
8. “What is the next sound you hear in ‘cake’. If the child chooses another ‘c’, ask them what other letter makes a “cuh” sound.
9. Continue in this way until all of the words have been built. Have the child record their work in their notebook.

Encoding Words

Changing from Short Vowel Words to Long Vowel Words

Age

6 years

Aim

Direct: to practice decoding short vowel words, and adding an silent 'e' to make a long vowel

Indirect: to develop phonological awareness; preparation for reading words

Materials

A set of short vowel picture cards with labels and a set of long vowel picture labels with labels.



Presentation 1

1. Invite a child to a lesson.
2. Sort the short vowel pictures in a column on the left hand side of the rug. Ask the child to choose the labels that go with these pictures.
3. Have the child place those labels under their corresponding picture.
4. "Today, we are going to change this short vowel word by adding a silent 'e' to the word. The word is can, if I add a silent 'e' to this word, what new word will that make? "
5. "Yes, cane will be the new word." Place the picture and the label for cane to the right of the picture and label for can.

Follow Up

1. Have the child complete short/long vowel set 2
2. Have the child do the long vowel word lists.
3. Have the child read the phonetic readers 12-17

Compound Words: Key Experience

Age:

6-9 years

Aim:

Direct: To understand the formation of compound words

Materials:

prepared labels (“pin” and “wheel” written in black, “pinwheel” written in red), title labels (“root word” and “root word” written in black, “compound word” written in red), blank labels, black pen, red pen, a pin, a wheel, a pinwheel, other miniature objects (for example: shoe, lace, shoelace, butter, fly, butterfly, cow, boy, cowboy), key experience label, and follow-up task cards

Presentation 1—The Compound Word Key Experience

Compound Words

root word



basket

root word



ball

compound word



basketball

1. Invite a group of children to the lesson.
2. “Today we are going to do some more activities with words.”
3. Place the ball, then the basket, on the rug, left to right, facing the children. Place the prewritten labels under the appropriate objects.
4. “I am going to perform a trick. Watch closely!” Exchange positions of the objects, then move them together until they touch. Do the same with the labels. Invite a child to read the labels together. Point to the objects. “Is this a basketball?” Move the objects apart and place the basketball between them.

1. Place the “compound word” label under the basketball. “basketball is a compound word. A compound word is made of two root words.” Move the basket and the ball apart, along with their name labels, and place the two root word title cards above the objects. “Root words name things. They have the power to mean something. When they are put together to make a compound word, their powers combine to make a new word with a new meaning.” Move the basket and ball labels together again.
2. Transpose the root word labels and invite a child to read them. “ballbasket. Does that make sense? No.” Move the ball and basket labels apart. “Root words only have the power to make compound words when they are placed in a particular order.” Transpose the labels once again to their correct order.
3. The children create compound words with the miniature objects, creating labels for the objects and the newly-formed compound words.

Follow up:

1. Compound Word Train
2. Compound Word picture and labels.

Vocabulary

High Frequency Words

Age

4 ½ years and up

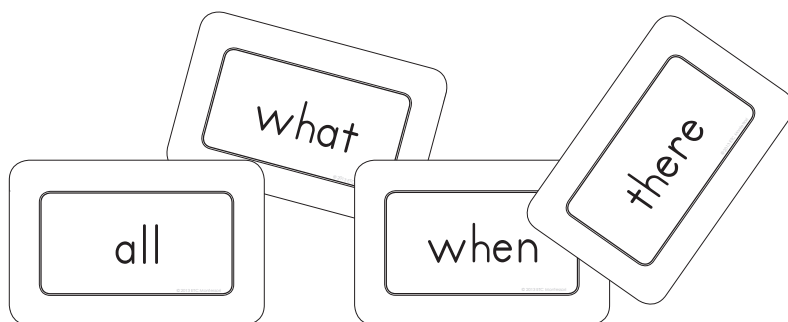
Aim

Direct: to develop a sight vocabulary

Indirect: to prepare for reading phrases and sentences

Materials

A set of 3-5 cards on which a printed non-phonetic words (the, is, a, and, has, etc) container



Presentation 1

1. Invite the child to the lesson.
2. “Sometimes there are words that we cannot sound out, we call these sight words (or puzzle words). Let’s learn some of these sight words.”
3. Turn over one of the sight word cards and state the word, **the**.
4. Introduce the other sight words and do a three period lesson.
5. Continue with the remainder of the small packet.

Follow Up

1. Have the child work with other sight words
2. Have the child play ‘concentration’ with the words (required two sets)

Reading Phonetic Books

Age

4 ½ years and up

Aim

Direct: to read sentences

Indirect: to prepare for reading comprehension

Materials

A set of books with sentences that contain three letter short vowel words and sight words

Presentation 1

1. Invite the child to the lesson.
2. Introduce the book to the child, indicating the title, front of the book, back of the book and the spine.
3. Ask the child to read the title and anticipate what the story may be about.
4. Review the sight words at the inside of the book.
5. Have the child read each page of the book discussing what they have read and relating it to the picture.
6. Ask the child to tell in their own words what happened in the book emphasizing the beginning, middle and end of the story.

