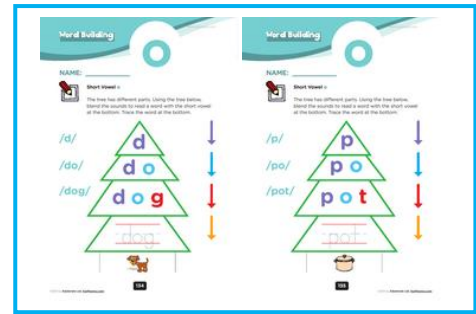


## Word Building o (pages 32-33)

### Materials:

- letter flashcards Aa-Zz
- lowercase letter flashcards d, o, g, p and t
- individual letter cards d, o, g, p and t for each student
- pages 32-33



### Review: 2-3 minutes

- Mix up the letter flashcards and show them to the students one at a time.
  - *Hint:* You should develop a routine when doing this.
  - Teacher: "Letter?" Students: "A."
  - Teacher: "Sound?" Students: "/a/."
  - *Hint:* For older children you can also set a timer to see how long it takes them to get through all the letters saying the letter name and sound. You can record this time and let the students try and get a better time each day.

### Modeling: 5-7 minutes

- Pull out the lowercase letter flashcards d, o, g, p and t
- Show the lowercase letter flashcards, one at a time, saying the individual sounds and then blending them together; have the students repeat
  - Teacher: /d//o//g/.....dog, /d//o//g/.....dog; students repeat

### Guided Practice: 7-10 minutes

- Give each student a set of lowercase letter cards (d, o, g, p and t) while the teacher uses the lowercase letter flashcards
- Lay the letters out at the top of the workspace in a straight line
- Teacher will say a word, emphasizing each individual sound; have the students repeat
  - Teacher: pot...../p//o//t/.....pot; students repeat
- Now as the teacher says the sounds again, pull down a letter card that matches each sound in the word; the students should be copying the teacher using their own individual letter cards

- Read the word that was created with the lowercase letter cards
- Move the letter cards back to the line at the top of the work space
- Repeat the process for the word dog.

**Independent Practice:** 5 minutes

- Explain how to do page 32-33.
  - *Hint:* Have extra copies for you to model each part prior to giving it to the students.
- Pass out pages 32-33 to each student.
  - *Hint:* You may want to pass them out one at a time to make sure they are saying all the sounds and words to their partners.
- Have the students work with a partner to say each letter sound, following the steps using the tree visual.
- Make sure the students are saying the sounds and reading the words before they trace the complete word at the bottom of the tree.

**Assessment:** (during Independent Practice)

- As the students are completing pages 32-33, monitor and give guidance/support/correction/praise, as needed.
- Have the students read the words on pages 32-33 to you as you walk around and check on their progress.
- Use pages 32-33 as a record and be sure to take note of students who may need more practice and/or instruction.

**Closure:** 1-2 minutes

- Write each of the words on the board: dog and pot.
- Point at each letter, saying the individual sounds, and then blending all the sounds together to read the word; have the students say the sounds and read the words with you.