

REVISED 2021



A Parent's Guide

BUILDING READERS



Utah State Board of Education 250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200
Sydnee Dickson, Ed.D., State Superintendent of Public Instruction

USBE ADA Compliant December 2021

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2021

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INTRODUCTION



“As parents, the most important thing we can do is read to our children early and often. Reading is the path to success in school and life. When children learn to love books, they learn to love learning.”

— *Laura Bush*

OVERVIEW

One of the most important things parents can do, other than to help their children grow up healthy and happy, is to help them develop excellent reading skills. Children’s ability to learn to read directly affects their performance in school and also how successful they are throughout their lives. Children can access the knowledge of the world when they learn to read well.

Everyone has heard the proverb “Practice makes perfect.” It is true that engaged reading practice is a powerful contributor to development of accuracy, fluency, and a high level of understanding of what is read. Lower-achieving children read three times less often than higher-achieving children (Allington, 1977, 1980, 1983, 1984; Allington & McGill-Frazen, 1989). Nothing motivates children to read like knowing how to read.

AGE-APPROPRIATE SUGGESTIONS

For Parents to Encourage Their Children to Read

Although well-trained teachers and research-based reading instruction are important, the foundation for learning how to read must be built long before children begin school. There are steps that parents and families can take to ensure that their children are on track to becoming successful readers. This reading adventure is one that parents will not want to miss because the benefits for their children will last a lifetime. www.ed.gov/parents/academic/help/hyc.html.

The book *Encouraging Your Child to Read*, written by Blatt, Lesaux, and Snow, *Usable Knowledge at the Harvard Graduate School of Education*, offers several age-appropriate suggestions for parents to help encourage their children to read. Here are their suggestions:

YOUR BABY (BIRTH–18 MONTHS)

What to know:

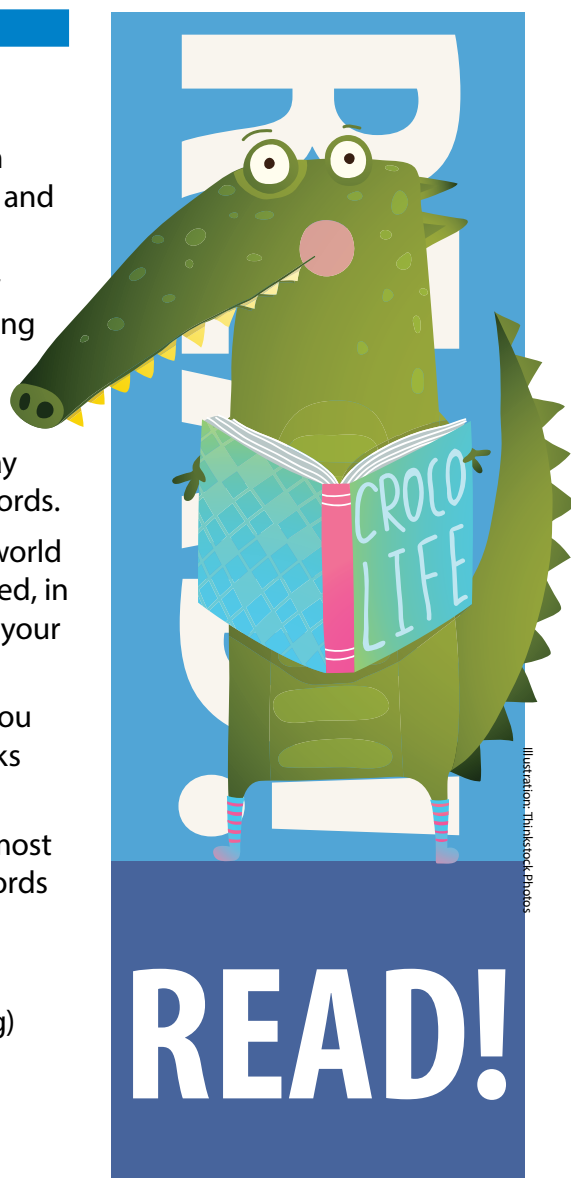
- ▶ Babies learn language while being held and cared for by adults who repeat words to them; tell them stories; laugh and smile with them; and respond to their noises, smiles, and burps.
- ▶ When you read to your baby, they are learning. Plus, they begin to connect reading with what they love most—being with you!

How to help:

- ▶ Talk to your baby! Repeat nursery rhymes, sing songs, play peek-a-boo, and respond to their needs with soothing words.
- ▶ Take advantage of everyday moments to talk about the world around you. Tell them stories while they are being changed, in the bath, in the stroller, or being held. They need to hear your voice and learn about things that they see.
- ▶ Read board books with faces, animals, and objects that you can talk about with your baby, then add lift-the-flap books when reading with your one-year-old.
- ▶ When talking to your child, use the language(s) that are most comfortable for you, so that they hear lots of different words and ideas.

Benchmarks:

- ▶ Uses their voice to express their feelings (laughing, crying)
- ▶ Imitates speech by saying things like “na-na, da-da”
- ▶ Understands several simple phrases
- ▶ At one year, can say one or more words
- ▶ Looks at books



YOUR TODDLER (18 MONTHS–3 YEARS)

What to know:

- ▶ Children become “readers” before they learn to read. Enjoying books together now will help them enjoy books later.
- ▶ When children have lots of opportunities to talk and listen, they are building important language skills.

How to help:

- ▶ Listen to your child talk and encourage them to say more. Ask them questions, show interest in what they say, and help them learn new words and ideas.
- ▶ When you are with your child, limit distractions like phone calls and television. Instead, talk, read, and play together. Consider borrowing books from the library.
- ▶ Make books a part of the daily routine. Special reading time might be before bed, during a meal, or while you are riding the bus.
- ▶ Give your child paper and crayons so they can “write.” Ask them to explain what is happening in their picture or story. Help them think of more ideas to add.

Benchmarks:

- ▶ At 2 years, can say 250–350 words
- ▶ At 3 years, can say 800–1000 words
- ▶ Says common rhymes, imitates the tone and sounds of adults speaking, and asks to be read to
- ▶ Enjoys listening to predictable, familiar books and joins in when it is time to say a repeated phrase in the story

YOUR TODDLER/PRESCHOOLER (3–5 YEARS)

What to know:

- ▶ Learning lots of words from birth helps to make preschoolers readers for life.
- ▶ Children become “writers” before they learn to write. Children’s scribbles, pictures, and attempts at writing alphabet letters are all important beginnings to strong literacy skills.

How to help:

- ▶ When reading together, encourage your child to talk. Have them “pretend read” the parts they have memorized. Ask them questions and encourage them to say more. Eventually, they might tell more of the story than you do!
- ▶ Point out words on signs and talk about the letters and sounds. Ask your child to find letters they know on menus or street signs.
- ▶ Link the books you read to people, places, and things your child knows or sees when you’re out.
- ▶ Play with words and sounds by singing, reading, and making up rhymes together. Call attention to words that have similar sounds (“Dad and dance both start with the same sound, d-d-d-d dad, d-d-d-d dance!”)
- ▶ Have your child tell you stories, and write down what they say. Ask questions that will help them complete the story. Then, read the story you wrote together.

Benchmarks:

- ▶ Comfortably uses sentences, plays with words, and learns from conversations and books that are read aloud
- ▶ Recognizes familiar letters and words such as their name—and attempts to write them
- ▶ Identifies words that rhyme or have the same beginning sound
- ▶ Holds a book right-side-up, turns the pages, and understands that pages are read from left to right and from top to bottom

YOUR EARLY ELEMENTARY CHILD (GRADES K–2)

What to know:

- ▶ Positive reading experiences encourage more reading. The more children read, the better they will read.
- ▶ Early readers can build their confidence and abilities by rereading books they are very familiar with. Repetition is good!
- ▶ Reading and talking about nonfiction—not just storybooks—helps younger children learn information and skills that they need for academic success in upper grades.

How to help:

- ▶ Read and reread your child’s favorite books—electronic or print—and, eventually, they will be able to read them to you.
- ▶ Listen to your child read and tell you stories; then, have a conversation about them.
- ▶ Play board games and card games and talk about what’s happening as you play.
- ▶ Limit and monitor your child’s computer and television time. During screen time, help choose programs that will both interest them and build knowledge. Ask what they have learned, and find books on these subjects at the local library.
- ▶ Expose your child to new things and information by taking them to a museum, the zoo, or a different neighborhood. Encourage them to talk about what they see.

Benchmarks:

- ▶ At 5 years, can say 3000–5000 words, speaks using complex and compound sentences, and starts to match letters with sounds.
- ▶ At 6 years, starts to read words on the page and make predictions while reading, using knowledge, pictures, and text.
- ▶ At 7 years, starts to read words automatically, and expands knowledge by listening to and reading books.

YOUR UPPER ELEMENTARY CHILD (GRADES 3–5)

What to know:

- ▶ The words we use in conversation are different from the words we see in books. Children need to understand this academic language in order to succeed in school.
- ▶ Starting in grade 4, children are expected to “read to learn”—to gain information from books independently.
- ▶ Children need encouragement, praise, and patience, especially when they are struggling in school.

How to help:

- ▶ Hang maps or other word-filled posters. Hang their schoolwork to show how proud you are and emphasize the importance of working hard at school.
- ▶ Challenge your child by reading aloud books or stories from the newspaper—electronic or print—that they cannot read on their own and by introducing them to new ideas and topics.
- ▶ Keep what your child enjoys reading around the house. Many children enjoy kid-friendly magazines that you can find at your library or order by mail.
- ▶ Talk to your child’s teacher. Learn about classroom work and how you can help at home.

Benchmarks:

- ▶ At 8 years, reads chapter books and is now learning an estimated 3,000 words per year
- ▶ At 9 years, can read aloud and silently, and understand what is read
- ▶ At 10 years, begins to identify the themes in a text



Illustration: Thinkstock Photos

YOUR YOUNG TEEN (GRADE 6–9)

What to know:

- ▶ Many children lose interest in reading during middle school. Finding reading material every day that captures their interest can help them continue to build knowledge and skills.
- ▶ Vocabulary growth is critical throughout middle school to prepare for understanding high school textbooks.
- ▶ Many children need extra support as reading requirements increase during these years.

How to help:

- ▶ Talk with your child about what is in the news, or what is happening at your workplace or at their school. Like many teens, they value privacy, but appreciate knowing that you are there for them.
- ▶ Put word games, trivia challenges, or light reading materials around the home where they will see them and hopefully pick them up to read.
- ▶ Encourage good study habits, like setting goals, completing assignments on time, and asking for help from a teacher when needed. Establish a space at home for homework.
- ▶ Get your child involved in activities they enjoy such as sports, volunteering, music, or book clubs. These activities help them explore interests and keep them connected to school.
- ▶ If your older teen has trouble with comprehension, read it yourself and discuss it with them, then encourage them to try again.

Benchmarks:

- ▶ Chooses things to read that they want to talk and write about
- ▶ Understands how authors think
- ▶ Can compare points of view and ideas from different books on the same topic
- ▶ Learns new information while reading, to develop their ideas and knowledge
- ▶ Can experience success when reading about subjects that are familiar and interesting to them, even when they struggle with school reading

SUPPORTING YOUR CHILD'S SUCCESS

- ▶ Talk to your child about what you are reading. It is key to show your child that you enjoy reading and think that learning is important.
- ▶ Visit the library and borrow books for yourself as well as for your child. Talk to your child about what you are reading. It is key to show your child that you enjoy reading and think that learning is important.
- ▶ Scatter books, magazines, newspapers, and comics in everyday places—the car, their bedroom, or the breakfast table.
- ▶ View websites together with your child, share e-books, even listen to audiobooks. This all counts as reading—every little bit helps!
- ▶ Listen and talk to your child. They are never too young or old to learn from conversation. Talk about things that interest them and encourage them to ask questions.
- ▶ Have conversations with teens about current events and happenings in your community.
- ▶ Stay involved throughout your child's years in school. Attend parent-teacher conferences and chaperone field trips. Or arrange another time when you can meet with teachers or talk by phone. Show your child that their education is important to you.
- ▶ Remember, reading is social. Talking about what kids and adults are reading is part of academic success!

AT-HOME STRATEGIES

NEUROLOGICAL IMPRESS METHOD/ DYAD READING

Current research indicates that a structured reading program can provide achievement gains for children needing extra reading practice. With this understanding, the Utah State Board of Education (USBE) has produced a reading program for parents to use with their children. The program is called *Building Readers: A Parent's Guide*. It is aligned with current research and the Utah Elementary Language Arts Core Curriculum.

The USBE *Building Readers* manual utilizes the *Neurological Impress Method (NIM)* or *Dyad* reading. “The NIM was developed by Heckelman to remediate striving readers. The NIM was described as a multisensory method in which the teacher and student sat side-by-side and read in unison at a rapid rate. The teacher sat slightly behind the student and the book was jointly held. The voice of the teacher was directed into the student’s ear. The teacher used a finger as a locator, moving it in a smooth, continuous fashion underneath the spoken words. Thus, the finger movements, voice, and words were all synchronized. The technique was designed to expose students with reading difficulties to correct reading processes as well as to greatly expand quantities of written material. Heckelman (1969) reported using the NIM with one adolescent girl while practicing psychology in 1952. The girl was having extreme difficulty learning to read. After 12 hours of the NIM method, the girl experienced an improvement of three grade levels in reading. In 1962 Heckelman used the technique with 24 remedial readers in secondary schools in Merced County, California. The children were given a maximum of 7.25 hours of instruction with the NIM for six weeks. As a result of the NIM, the mean gain in reading comprehension was 1.9 grade levels. Heckelman attributed the success of the NIM to the forced exposure to greatly expanded quantities of written material, plus a forced efficiency in moving through and

speeding up reading that was previously bogged down in faulty reading habits. In addition, the NIM exposes children to accurate, correct reading patterns” (Heckelman, 1969).

WHAT THE PARENT DOES:

1. Discuss the child’s instructional reading level with their classroom teacher.
2. Read at least three times per week or more with their child for approximately 15–20 minutes, and use the reading routine on page 21 of this manual.
3. Prepare materials
 - ▶ Texts: Use grade level texts for 1st grade children. Use reading material two to three grade levels above the child’s current reading level for 2nd through 12th grade children.
 - ▶ Pocket folder, notebook, and pencil
 - ▶ Leveled passage or text at child’s current reading level—one minute timing
 - ▶ Index cards 3” x 5”
 - ▶ Timer
4. Use Dyad Reading Rules:
 - ▶ Share one book.
 - ▶ Sit side-by-side.
 - ▶ Track with one smooth finger beneath the text.
 - ▶ Two voices—the adult reader’s voice should be a little faster and a little louder than the child’s. Occasionally during each session, the fluent reader should lower the volume of their voice to allow the child to lead the reading.
 - ▶ Eyes on words
 - ▶ Not too fast, not too slow—for only a few minutes each session, the adult reader should read at almost their normal pace while the child is literally dragged to higher

rates of speed. *Do not end a session with this part.*

- ▶ Talk about unknown words and the text.
- ▶ Have fun!

WHAT ELSE CAN I DO TO HELP MY CHILD BECOME A GOOD READER?

Reading aloud to children has been called the single most important activity for building the knowledge required for success in reading (Armbruster, 2003). Reading aloud, with talk about the characters, where the story takes place,

what problems the characters are having, and predicting what will happen next in the story, will aid the child's understanding of story structure and comprehension. If you are reading an informational text, talk about what was read, when it happened, where it took place, why it happened, and how it happened.

Children who are exposed to reading aloud hear new words, learn more about the world, learn about written language, and see the connection between words that are spoken and words that are written. (Armbruster, 2003).



IMPLEMENTING DYAD READING

Because choice is motivational in reading, children should be allowed to choose from three to five books, both fiction and non-fiction texts. **The texts should be:**

- **at their reading level for children in kindergarten or first grade.**
- **two to three years above their reading level for children in 2nd grade and up.**

As reading achievement improves, the level of text challenge should be adjusted to keep children reading at an appropriate level of text difficulty.

THE PROCEDURE IS SIMPLE:

- Share one book.**
- Sit side by side.**
- Use one SMOOTH finger.**
- Read with two voices.**
- Keep eyes on words.**
- Don't go too fast or too slow.**
- Talk about unknown words and the text.**
- Have fun!**

The child can read with a parent, an older sibling, or a friend who is a strong reader. Read for 15 minutes and discuss the text as you read.

Problem solve together to decode the words the child did not know and determine meanings. Show the child how to decode the words—break the words into syllables, identify root words, prefixes, suffixes, or compound words, and provide child-friendly definitions, emphasizing problem solving and decoding strategies. Show the child how to look up words on the Internet or how to use a dictionary.

Children can also read a printed text along with an audio recording of the text. As the children follow along with the audio recording, they hear and see the words in the text, building their recognition of the words in print. Children are also given a model of an expert reading the text in a fluent manner. Audiobooks can be found in many public libraries and through online sources.

CONCLUSION

Implementing dyad reading is relatively easy, cost effective, and practical for parents and teachers. Reading in pairs can strengthen both weaker and stronger readers. Dyad reading with texts that challenged students was a powerful contributor to overall reading achievement for the third-grade students who participated in this study. Dyad reading is a practical intervention that can show positive results in a relatively short time.

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GLOSSARY OF TERMS

Component	Definition	Instructional Outcomes
Assessment	The process of gathering data in order to better understand a child's strengths and weaknesses.	Developing instructional strategies based on children's needs, identifying gaps in learning, isolating sources of confusion, and assessing the effectiveness of instruction.
Comprehension	Ability to understand what has been read; readers making sense of the text.	Children understand what they read, remember what they read, and communicate to others what they have read.
Dyad Reading	Dyad reading involves pairing children with a partner (buddy or an adult) to improve fluency, vocabulary, and comprehension while reading texts two (2) grades beyond a child's current grade level.	Children improve their fluency, vocabulary, and comprehension.
Fluency	The reading of text smoothly, not hindered with word-by-word reading and other word recognition problems that might hinder comprehension.	The reader groups words quickly to help gain meaning. Reading sounds natural, as if the child is speaking with expression.

(continued next page)

Component	Definition	Instructional Outcomes
Independent reading	Voluntary or leisure reading for pleasure, not to develop skills. Reading with no assistance with 95% accuracy.	Increased fluency and expression, independent use of skills and strategies, exploring interest and building confidence, using knowledge of decoding words in reading and encoding words in writing.
Irregular words	Words whose spelling or pronunciation does not conform to the system of sound-symbol correspondences or syllable patterns.	The automatic use of these words increases the reader's fluency rate.
Phonemic awareness	The ability to hear, identify, and manipulate individual sounds and phonemes in spoken words; individual knowledge that every spoken word is made up of a series of phonemes that can be represented by letters of the alphabet.	The ability to notice, think about, and work with the individual sounds in spoken words.
Phonics	Phonics teaches relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.	Phonics instruction helps children learn and use the alphabetic principle—the understanding that there are systematic and predictable relationships between written letters and spoken sounds. This will help children recognize familiar words accurately and automatically, and decode new words.

Component	Definition	Instructional Outcomes
Retell	Telling the story over again, including the main idea and key details in sequential order.	Being able to talk through a story helps children to process what went on and come to a new understanding of events or information.
Vocabulary	Words children know, recognize, or use in print.	Reading words children need to know to understand what they read.



APPROXIMATE TEXT LEVEL CORRESPONDENCES

Grade Level	Lexile	Acadience Reading ORF
Kindergarten	BR-220	N/A
1st Grade	220-500	0
		23
		47
2nd Grade	450-660	52
		72
		87
3rd Grade	610-790	70
		86
		100
4th Grade	770-910	90
		103
		115
5th Grade	860-980	111
		120
		130
6th Grade	955-1060	107
		109
		120
7th Grade	1010-1100	121
		134
		155
8th Grade	1050-1155	128
		136
		158

READING ROUTINE

(15–20 minutes 3 times per week)

TIME	Shared reading should be done 15 to 20 minutes daily, three times per week minimum. Typically 8–12 hours of this intervention will increase a child’s fluency. Positive results should begin to occur by the fourth hour of the intervention.
MATERIALS	Texts: Use grade level texts for 1st grade children. Use reading material about two grade levels above the child’s current reading level for 2nd through 12th grade children. The difficulty of the reading material can increase as the child’s fluency increases (see Approximate Text Level Correspondences on page 20).
INSTRUCTIONAL PROCEDURE: Student Reading Aloud With Adult (15 minutes)	State the objective/explanation: “Today we will learn how to read fluently. We will make our reading sound like talking by using good phrasing and expression. This is important because reading with good phrasing and expression can help you remember and understand what you have read.” <ol style="list-style-type: none">1. The adult and child sit side-by-side. The adult sits slightly behind the child. The child and adult read aloud together from the same text. The adult smoothly tracks the words with one finger while reading.2. (Note: The adult should read slightly faster than the child’s normal rate. The child should also read slightly louder with good phrasing and expression.) Occasionally during each session, the adult should lower the volume of their voice so that the child’s voice leads the reading.3. While reading, stop occasionally to ask questions about what is being read and clarify words your child may not know. Sample questions can be found on pages 23–24.
High Frequency Words (3–5 minutes)	The child practices the grade level high frequency word list, one column at a time until the page is mastered. <ol style="list-style-type: none">1. Goal: Read grade level high frequency words in approximately one minute, with 95 percent or better accuracy by the end of the grade level (see p. 26).2. The adult can make flashcards of missed words for the child to practice. Start with five words and add up five more words as your child becomes more automatic with the words. Keep about 20–25 words in the pile before removing words your child has mastered.

³Robert G. Heckelman. “A Neurological-Impress Method of Remedial-Reading Instruction,” *Intervention in School and Clinic*, Vol. 4, No. 4, June 1969, pp. 277–282. doi:10.1177/105345126900400406.

COMPREHENSION RATIONALE

Comprehension is the reason for reading. If readers can read the words, but do not understand what they are reading, they are not really reading.

Research shows:

- ▶ Comprehension is a complex cognitive process in which vocabulary plays an important part.
- ▶ Children who are good at monitoring their comprehension know when they understand what they read and when they do not. They have strategies to fix problems in their understanding as problems arise.
- ▶ Adult questioning strongly supports and advances children's learning from reading.
- ▶ Teaching comprehension strategies to the child can develop text comprehension.

NARRATIVE TEXT COMPREHENSION QUESTIONS

MATERIALS:

- ▶ *Building Readers—
A Parent's Guide*
- ▶ Narrative student text



ACTIVITY:

If the child reads narrative/fiction text, use the questions below. The child should cite evidence from the text to support answers.

1. What is the main setting or other settings in the text?
2. Name the main character and some secondary characters in the text.
3. What are some problems and/or solutions in the text?
4. Who is telling the story (perspective)?
5. What does the author want us to understand?
6. Retell the beginning, middle, and end of the story.

TIP: The adult always asks the child to cite evidence from the text.

INFORMATIONAL TEXT COMPREHENSION QUESTIONS

MATERIALS:

- ▶ *Building Readers—
A Parent's Guide*
- ▶ Informational student text



ACTIVITY:

If the child reads informational/nonfiction text, use these questions. The child should cite evidence from the text to support answers.

1. What is the topic or main idea of the text?
2. What key details support the topic or main idea of the text?
3. Use the question words **who, what, where, when, why, how, or what if.**
4. What new words or ideas did you learn?
5. Retell main parts of the text using text features (pictures, graphs, charts, etc.)
6. Give a one sentence summary of the text using many details.

TIP: The adult always asks the child to cite evidence from the text.

STRATEGIES GOOD READERS USE

1. PREDICTING

Use clues from the text or illustrations to predict what will happen next.

- ▶ I think . . . because . . .
- ▶ I'll bet . . . because . . .
- ▶ I suppose . . . because . . .
- ▶ I think I will learn . . . because . . .

2. QUESTIONING

- ▶ Ask questions as you read.
- ▶ Ask some questions that have answers in the text.
- ▶ Use the question words **who, what, where, when, why, how,** and **what if.**
- ▶ Try asking some questions that can be inferred.
- ▶ Use clues from the text plus your experiences.

3. CLARIFYING

How can you figure out a difficult word or idea in the text?

- ▶ Reread, reread, reread!
- ▶ Think about word chunks you know to sound out a word.
- ▶ Try sounding it out.
- ▶ Read on.
- ▶ Ask, "Does it make sense?"
- ▶ Talk to someone else about your observations or questions.

4. SUMMARIZING

Using your own words, tell the main ideas from the text in order.

- ▶ This text is about . . .
- ▶ This part is about . . .

⁵Lori D. Oczkus, *Reciprocal Teaching At Work: Strategies for Improving Comprehension*, International Reading Association, Newark, D.E., 2003.

IRREGULAR WORDS

Irregular words are words whose spelling or pronunciation does not conform to the system of sound-symbol correspondences or syllable patterns. Being accurate and automatic with irregular words will improve the child's reading fluency and comprehension.

RESEARCH SHOWS:

- ▶ The best strategy for developing reading fluency and comprehension is to provide children with many opportunities to read.
- ▶ To aid in comprehension, children must group words within a sentence into meaningful phrases.
- ▶ Automatic word recognition requires instruction and practice to become effortless.
- ▶ Helping children develop an irregular word vocabulary is important to achieving reading success.

IRREGULAR WORD LIST

the	you	said	his	people
to	they	were	do	know
was	would	are	some	your
of	there	because	as	mother
is	one	what	could	who
two	too	should	put	whose
a	again	answer	any	been
both	brought	cold	color	come
does	earth	enough	example	eyes
father	find	four	friend	from
give	great	have	kind	learn
listen	live	many	most	move
off	often	old	on	once
only	other	their	though	through
want	water	where	word	work

IRREGULAR WORDS ACTIVITY

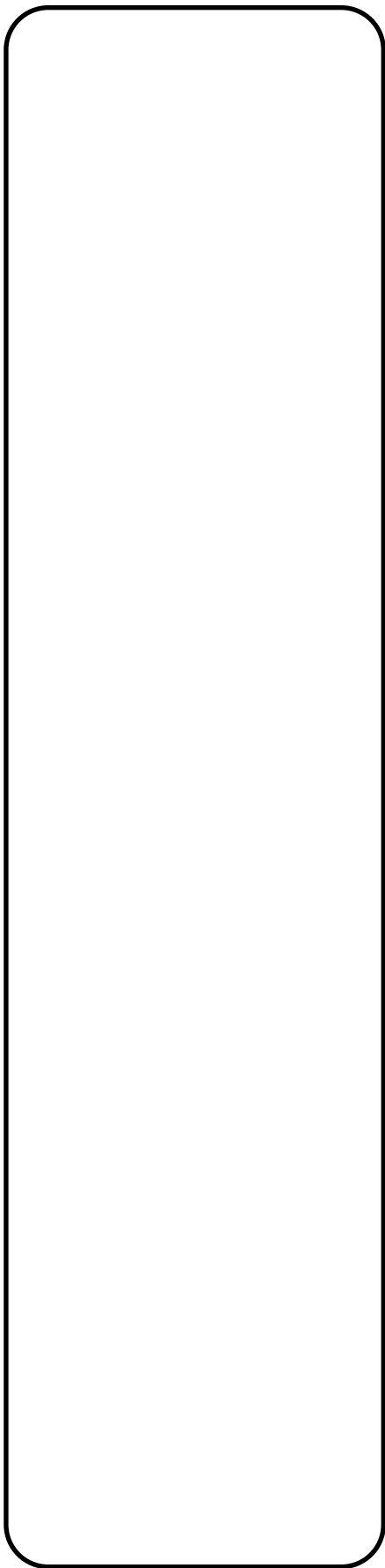
MATERIALS NEEDED:

- ▶ Activity Mat (could be placed in a page protector so your child can write on it with a dry-erase marker)
- ▶ Dry-erase markers, erasers, a white board of some sort (or paper and pencil)
- ▶ 4 to 6 counters per student
- ▶ Irregular Word List on page 27

ACTIVITY:

1. Say the irregular word to be learned, your child then repeats it. Use the word in a sentence.
2. **Activity Mat:** Have your child move one counter per sound that they hear from the top area into the shaded Elkonin boxes on the activity mat. (Remember one counter per sound NOT per letter.)
3. Write the word on a white board or the paper, then point under each letter or set of letters while saying the sound (phoneme) for each. (Draw attention to the irregular part by marking it with a heart, circle, triangle, etc.).
4. Cover the word on the white board and ask your child to spell the word.
5. In the unshaded Elkonin boxes, have your child write the letter(s) under each counter in the shaded boxes on the activity mat using a dry erase marker.
6. Uncover the word on the white board; underline each letter(s) in the word while saying the corresponding sound; then underline the whole word below the previous underlining while saying the word.
7. Check your child's work on the activity mat, correct any spelling errors, and provide appropriate feedback.
8. Repeat the activity and include previously learned irregular words.

ACTIVITY MAT



↑ Elkonin shaded boxes

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“What a child can do in co-operation today, he can do alone tomorrow. Therefore, the only good kind of instruction is that which marches ahead of development and leads it.”
(Vygotsky, 1962).



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