

Word Analysis

The student will develop and demonstrate knowledge of the alphabet, recognize letter/sound correspondence, and read and write simple words.



Word Analysis—What To Do

Pre-Test

Administer the pre-test on pages 104-107. **Guidelines** are on page 103.

The results of the test will indicate which skill(s) to teach.

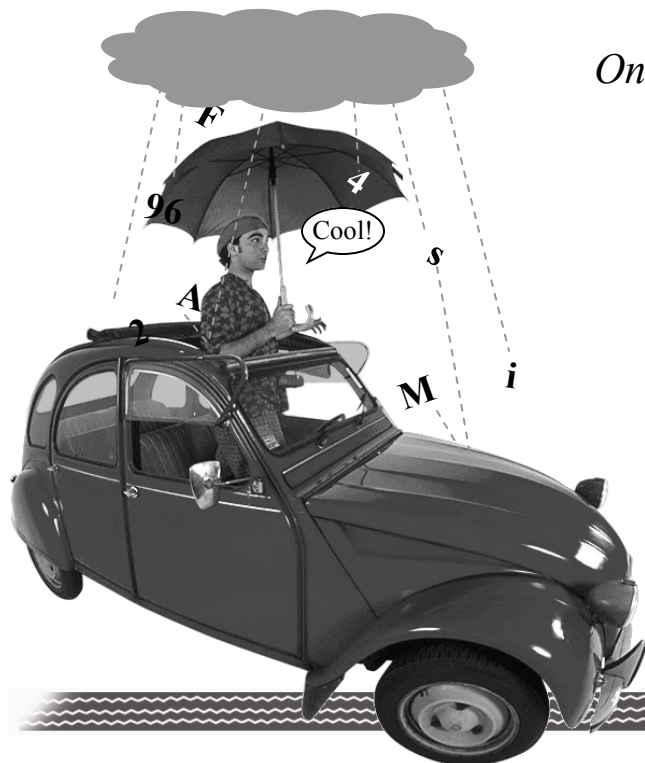
Teach

- Teach word analysis by using the activities in this notebook.
- Use a mix of visual, auditory, and tactile/kinesthetic approaches.
- Plan your tutoring session to include at least one activity from each of the following areas: word analysis, comprehension, fluency and writing composition.
- Keep each lesson short and sweet.
- Have fun!

At Last!

Celebrate the successes.

Re-teach areas of weakness.



One stop on the road to literacy...

Letter and Numeral Recognition



As you begin *the journey on the road to literacy, be sure your student's suitcase is filled with knowledge of the alphabet! Use these activities to add fun to your trip and lead your student on to better reading and writing skills.*

Road signs to watch for along the way...

ABC indicates a letter recognition and alphabetical order activity.

123 indicates an activity that develops skill in numeral recognition.

LES indicates an activity that is an extension of a language experience story.

Beforehand: Cut out the alphabet cards found in the appendix on pages 108-112. Put aside an alphabet set that contains one each of the upper case and one each of the lower case for the activities in this section. If your student needs to learn to recognize numerals, cut out the numeral cards on pages 113-116. Store the sets in labeled plastic bags.

Recognize Letters and Numerals

One stop on the road to literacy...



The Outcome



The student will read and write upper case letters, lower case letters, and numerals.

Why Go There?



Explain to your student that a good reader is familiar with the alphabet. Many letter names are similar to the sound they represent. Knowing the names of the letters can lead to better recognition of letter sounds which leads to better reading and writing skills.

As for the importance of learning to recognize numerals, a good reader is able to read numerals found in text.

How To Get There



Materials: alphabet cards from pages 108-112 and numeral cards from pages 113-116, cut out

Directions:

Use assessment information to identify which letters and numbers need to be taught. Teach a few letters at a time. Teach numerals in groups of 10.

Use practice activities for learning to recognize letters and numerals on pages 5-17. Incorporate a mix of visual, auditory, and tactile/kinesthetic activities.



ABC Order, Letter Recognition

Order, Please!

ABC Materials: page 17, a set of upper case alphabet cards (pages 108-112)

Directions: *First*, fold page 17 in half lengthwise, and give it to your student with the upper case letters showing. *Next*, have your student randomly place a set of upper case alphabet cards in her work area as shown below. *Then*, direct your student to arrange the cards in alphabetical order, moving each card into position as she says its name. Allow her to refer to page 17 as needed.

Easier Version: Randomly set out A—F. Cover G—Z on page 17 with another sheet of paper. Follow the directions above. Once your student has become proficient with A—F, repeat the same procedure with letters G—L, then M—R, and S—Z.

Kinesthetic Variation: Randomly place the alphabet cards in your student's work area. Instruct her to find the A card. When she spots it, have her snap her finger, say "A", and put it into place. Have her continue in this manner until all the letters are in place.

Next Step: Once your student has mastered recognizing upper case letters, repeat the procedure using lower case letters.

123 Follow the same format as above, substituting numeral cards (pages 113-116) for alphabet cards.





ABC Order, Letter Recognition

A Little More Order, Please!

ABC **Materials:** page 17, a set of upper case alphabet cards (pages 108-112)

Directions: *First*, randomly set the alphabet cards in front of your student. *Then*, give him page 17 and invite him to refer to it as needed. *Next*, pull down a letter and ask a question that requires your student to find a card to answer. For example: Ask, “What comes after C?” Your student finds the card D, pulls it down and says “D.” Sample questions are below:

What letter comes after...?

What letter comes before...?

What two letters come after...?

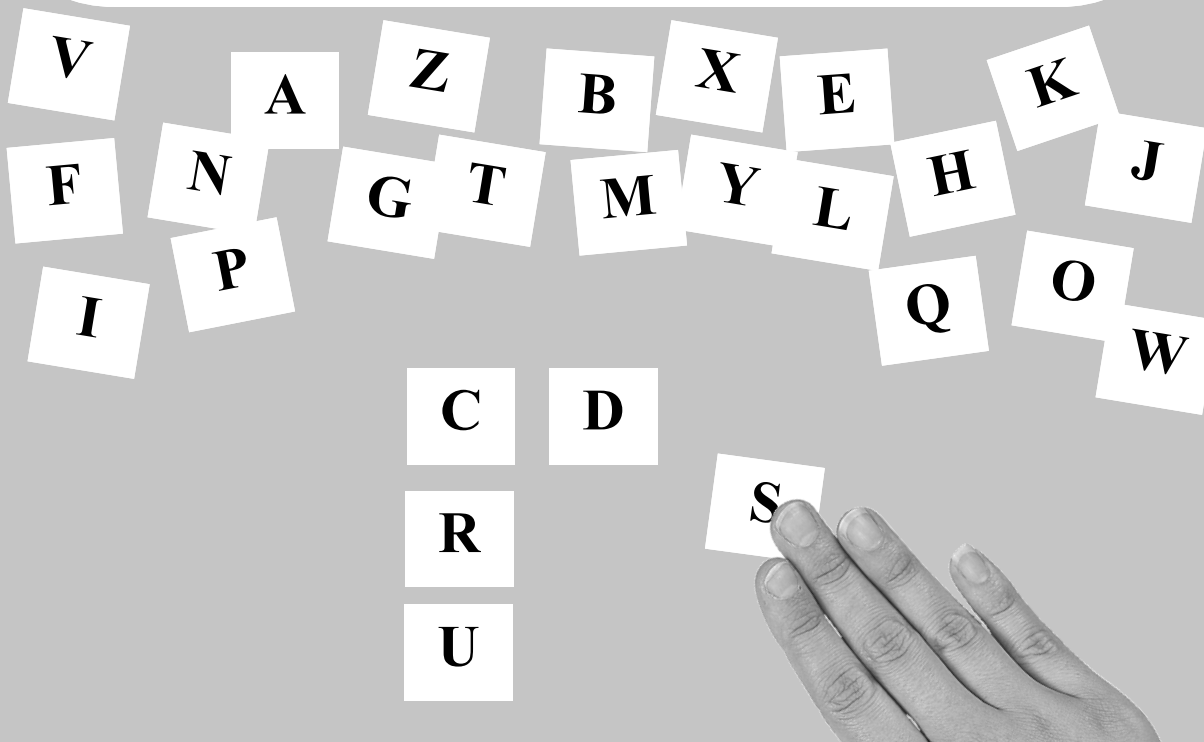
What two letters come before...?

What is the next vowel after *e*?

What is the consonant after *o*?

What is the vowel between *i* and *u*?

123 Follow the same format as above, substituting numeral cards (pages 113-116) for alphabet cards.





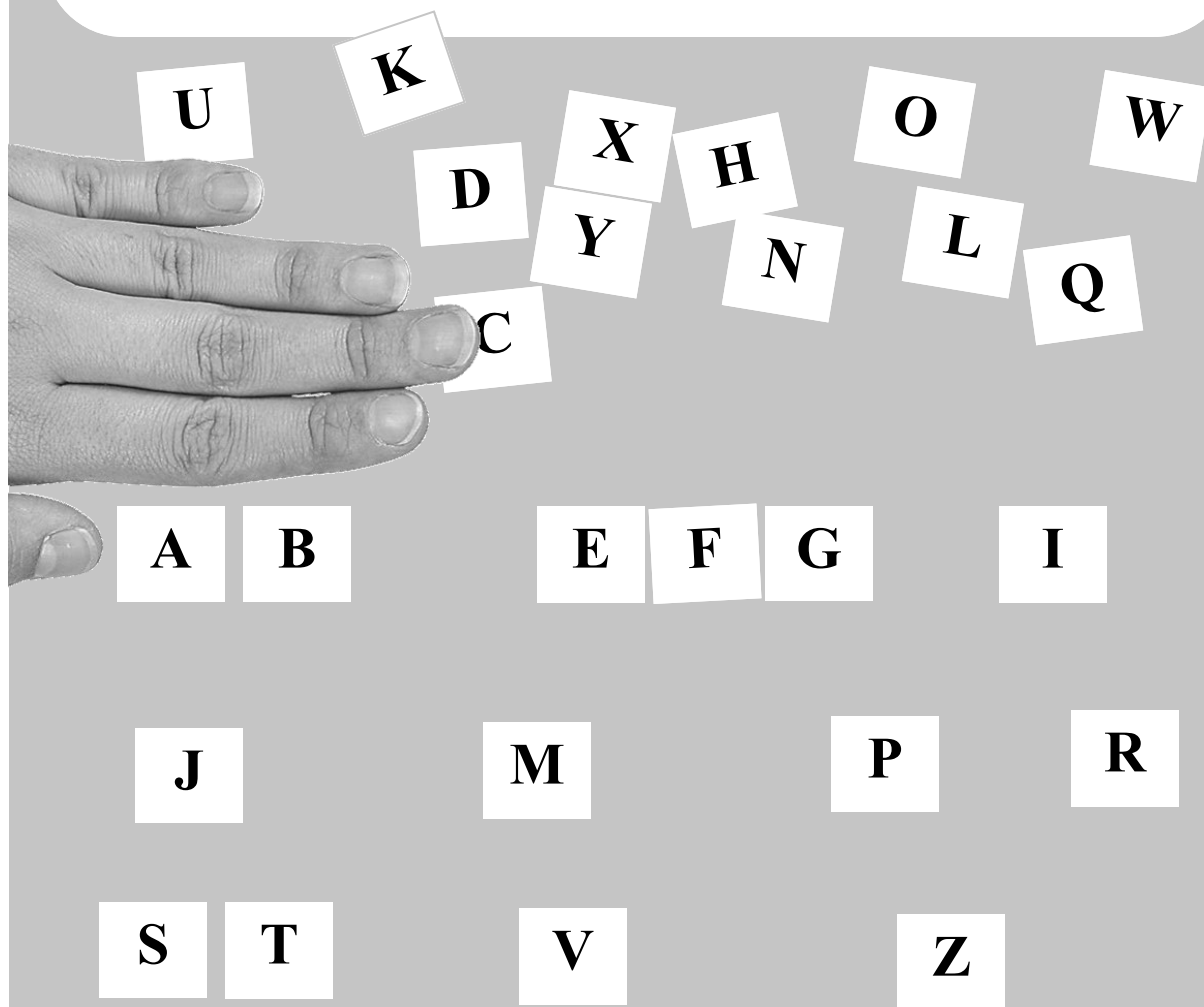
ABC Order, Letter Recognition

What's Missing?

ABC Materials: page 17, a set of upper case alphabet cards (pages 108-112)

Directions: *First*, place several alphabet cards in ABC order in your student's work area, randomly setting the omitted cards at the top as shown below. *Then*, direct your student to slide the omitted cards into place, naming each as he does so.

123 Follow the same format as above, substituting numeral cards (pages 113-116) for alphabet cards.





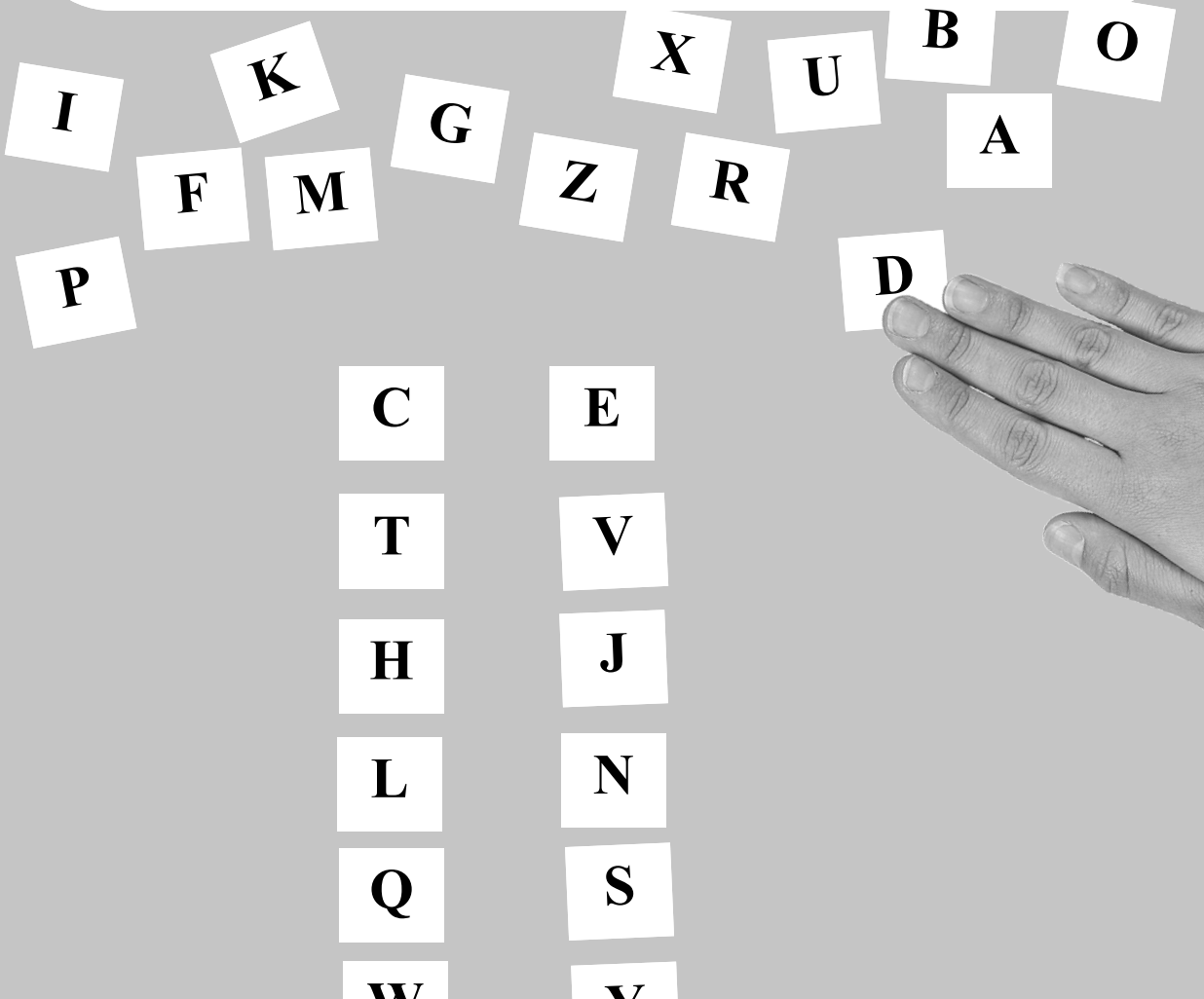
ABC Order, Letter Recognition

What's in the Middle?

ABC **Materials:** a set of upper case alphabet cards (pages 108-112)

Directions: *First*, place the alphabet cards randomly in front of your student as shown below. *Next*, pull down two letters that are one space apart when in alphabetical order, such as *a* and *c*. Leave a space between the two cards. *Then*, instruct your student to find the missing letter and put it in place, naming it as he does so.

123 Follow the same format as above, substituting numeral cards (pages 113-116) for alphabet cards.





ABC Order, Letter Recognition

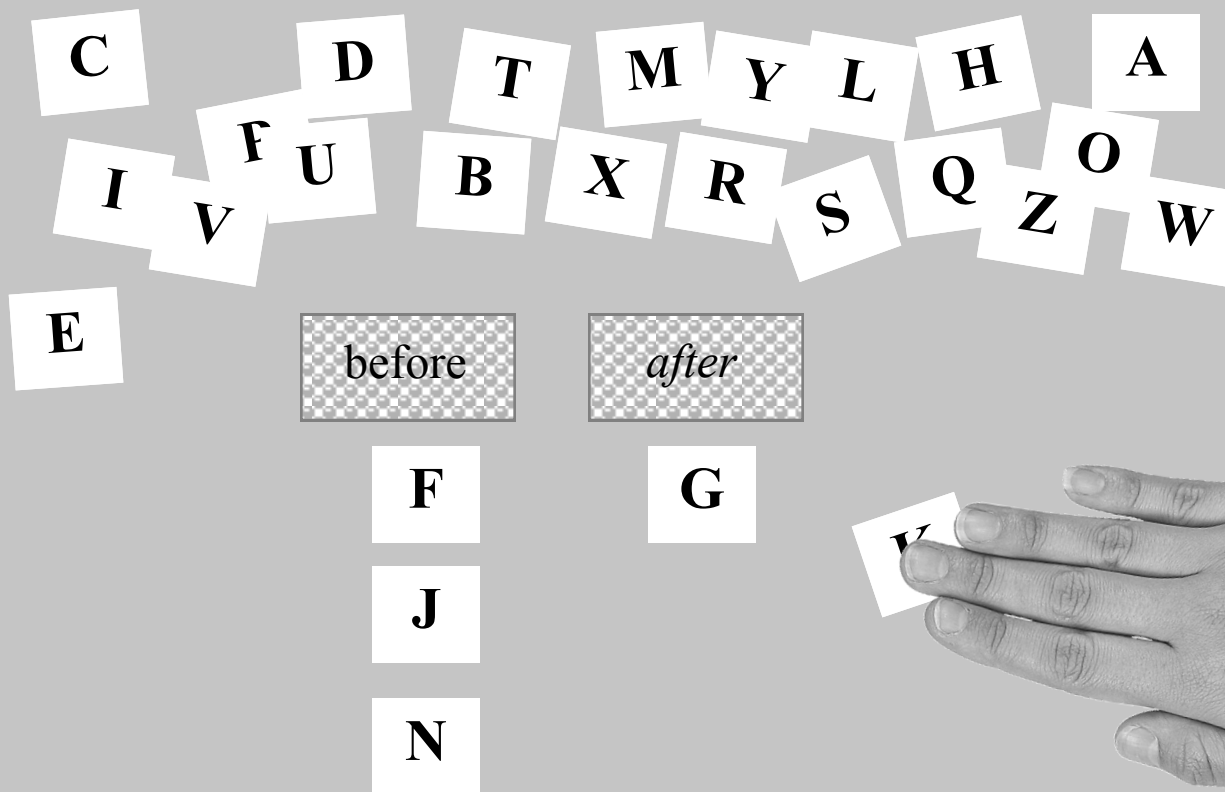
Before...or After?

ABC Materials: a set of upper case alphabet cards (pages 108-112) and cards *before* and *after* (page 109)

Directions: *First*, place the alphabet cards randomly in front of your student. *Second*, set the cards *before* and *after* in your student's work area as shown below. *Then*, pull down two alphabet cards that are next to each other in the alphabet, such as *D* and *C*. Instruct your student to place the cards under their appropriate position cards as shown below.

Variation: Pull one alphabet card and place it under the *before* or *after* card. Invite your student to find the missing letter.

123 Follow the same format as above, substituting numeral cards (pages 113-116) for alphabet cards.





ABC Order, Letter Recognition

Thinking Big!

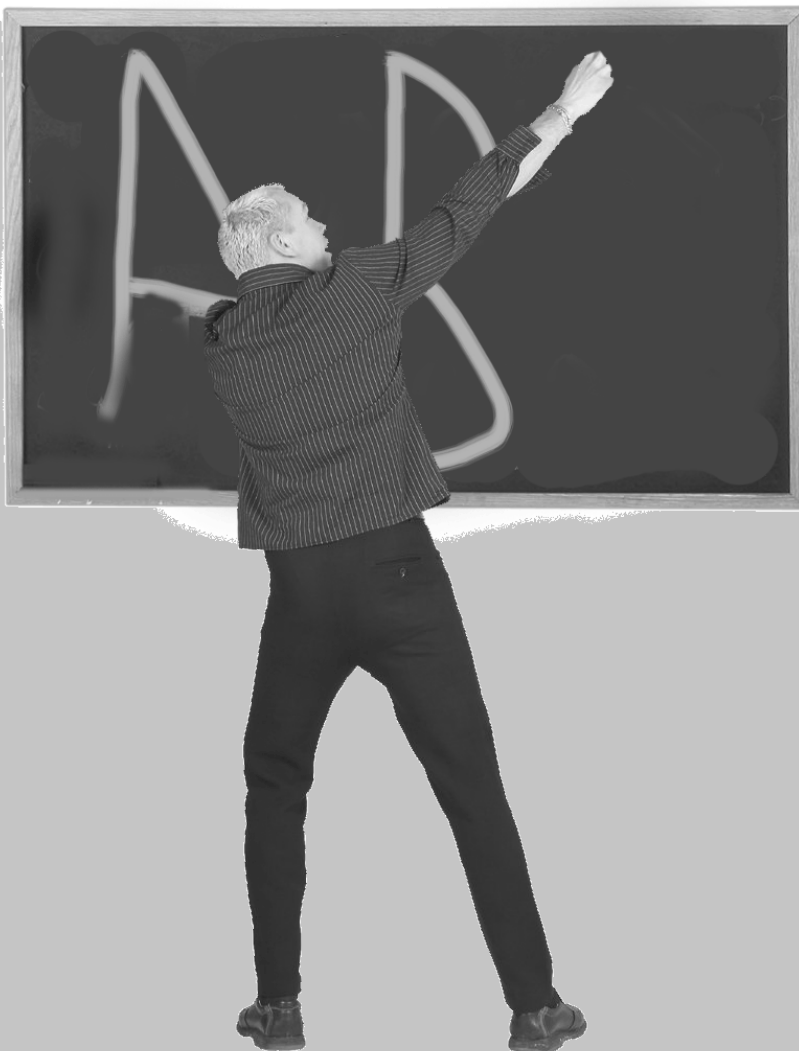
ABC

Materials: chalkboard and chalk
or spray bottle with water and a table, paper towels

Directions: If your student learns best with movement, have him write the letters with large, sweeping gestures on a chalkboard or on a table with water spritzed on it.

123

Follow the same format as above, substituting numeral for the alphabet.

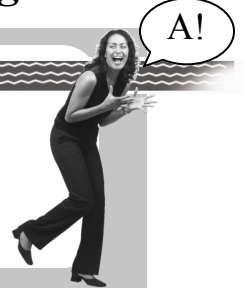




ABC Order, Letter Recognition

Let's Get Moving!

ABC If your student learns best with movement, invite her to recite the alphabet by walking around the room, saying a letter with each step.



What an Experience!

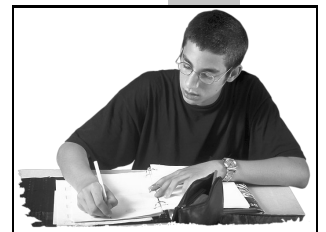
LES Choose a language experience story you have done with your student and ask her to read it aloud to you again. **Then**, select a letter she is learning and have her circle it each time it appears in the story, naming it as she circles.

Good Day, Bad Day

It really started out as a bad Day. The sun was
could not after Days of rain and the bus was on
time for once. But once I got to work, t

Writing an Order

ABC Invite your student to write the letters of the alphabet in order, saying each letter as it is written. Have him write using paper and pencil or pen, white board and marker, finger on felt, finger in rice, finger on plastic bag filled with shaving cream, or hand on table squirted with water. Require practice first of upper case letters and then lower case.





ABC Order, Introduction to Vowels

Vowel or Consonant?

ABC Materials: a set of upper case alphabet cards (pages 108-112)

Directions: *First*, have your student set the alphabet cards in ABC order, naming each letter. Allow your student to refer to page 17 if necessary.

Second, move the cards *A, E, I, O, and U* (or *a e, i, o, and u*) so they are in front of your student. Explain that these letters are referred to as *vowels*.

Then, sweep your hand across all the other letters and inform your student that they are referred to as *consonants*. Tell your student that vowels are sounds formed without any blockage by the tongue or lips. Consonants are formed with some type of blockage, such as lips closing for the sound of *m*.

Next, give the example *man*. Move the cards *m, a, and n* in front of your student to form the word *man*. Demonstrate how the consonant *m* is formed when the sound is blocked by the lips. Then show that nothing blocks the sound of *a*. Explain that the tip of tongue goes to the roof of the mouth and blocks the sound for the letter *n*. Give more examples if needed.

Tell your student that vowels can make many sounds, and consonants are more predictable and have fewer choices for sounds.





Identify Vowels and Consonants

Either Or

ABC

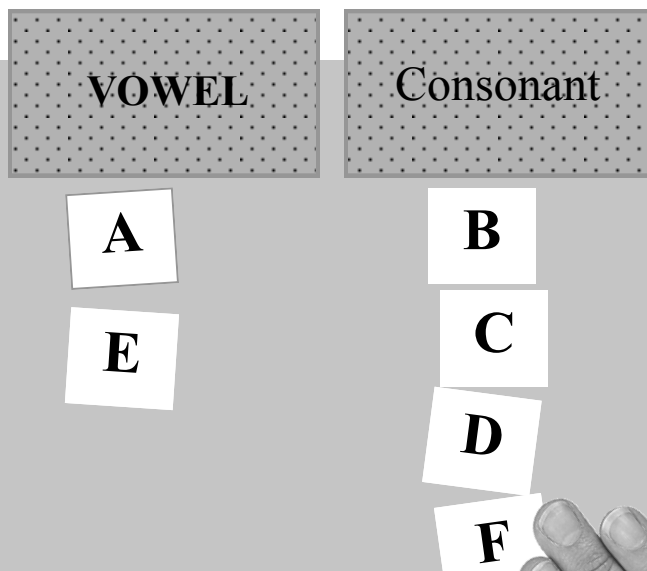
Materials: a set of upper case alphabet cards (pages 108-112) and vowel/consonant cards (page 109)

Directions: *First*, randomly place the alphabet cards in your student's work area. *Next*, place the vowel/consonant cards in front of your student as shown below. *Then*, direct her to start with the letter *A* (or *a*) and place each alphabet card under its proper heading—vowel or consonant. Encourage her to name each letter as she puts it in place. Ask her which there are more of—vowels or consonants.

Kinesthetic Variation #1: Direct your student to place the alphabet cards in ABC order. Then invite him to pull out the vowels by following this procedure:

Find the vowel.
Clap.
Say its name.
Move it down.

Kinesthetic Variation #2: Give your student a piece of felt, textured wallpaper, a small container of rice, a plastic baggie of shaving cream, or pour a small amount of water on the table. Then have your student write the vowels on the item, saying each letter as she writes.





Vowels and Letter Recognition

Spot that Vowel!

- LES** **Choose** a language experience story you have done with your student and ask her to read it aloud to you again. **Then**, direct him to circle all the vowels. Help her discover that all words contain a vowel.

a...o...a
..e...e

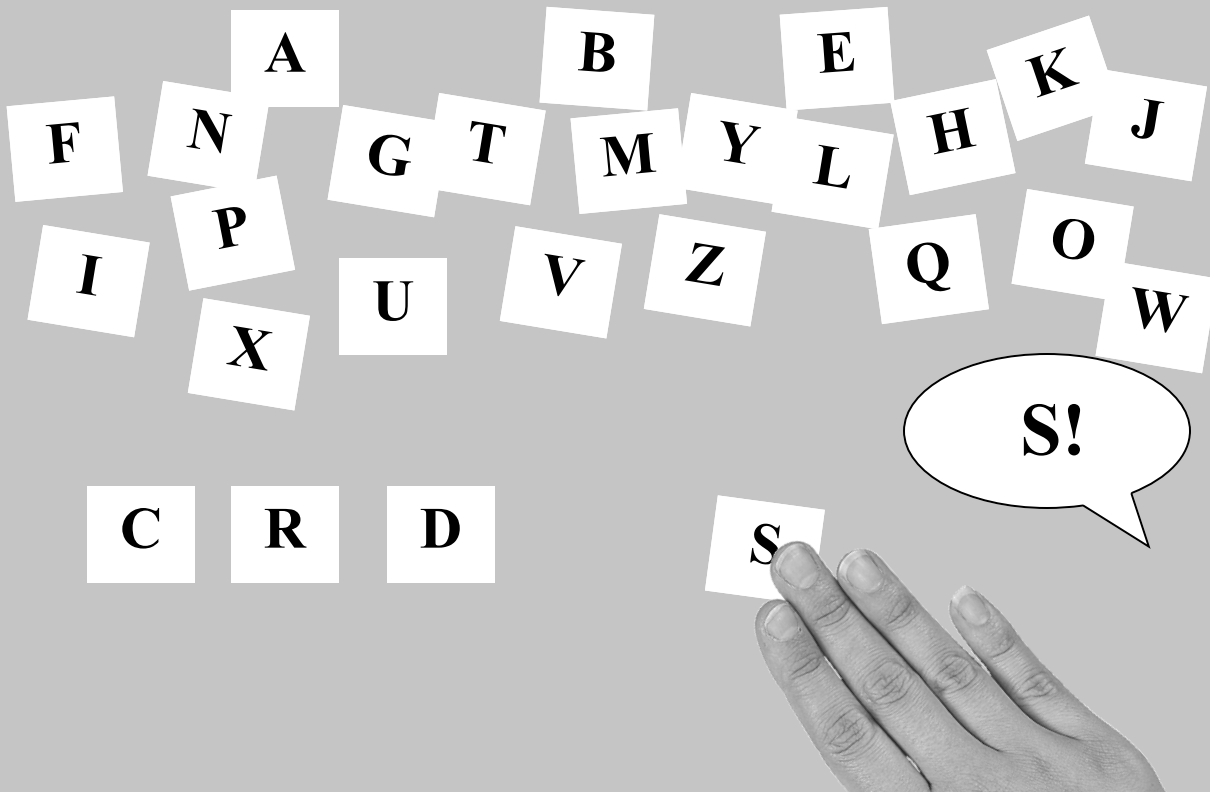


What's the Letter?

- ABC** **Materials:** a set of upper case alphabet cards (pages 108-112)

Directions: **First**, randomly lay out the letters your student is learning to recognize. **Then**, call out a letter and have him locate the letter and slide it forward. **To add a challenge**, call out three letters and have him find them in the same order called out.

- 123** Follow the same format as above, substituting the numeral cards for the alphabet cards.





Letter Recognition and Upper/Lower Case Matching

Take a Hike!

ABC Materials: paper and pencil

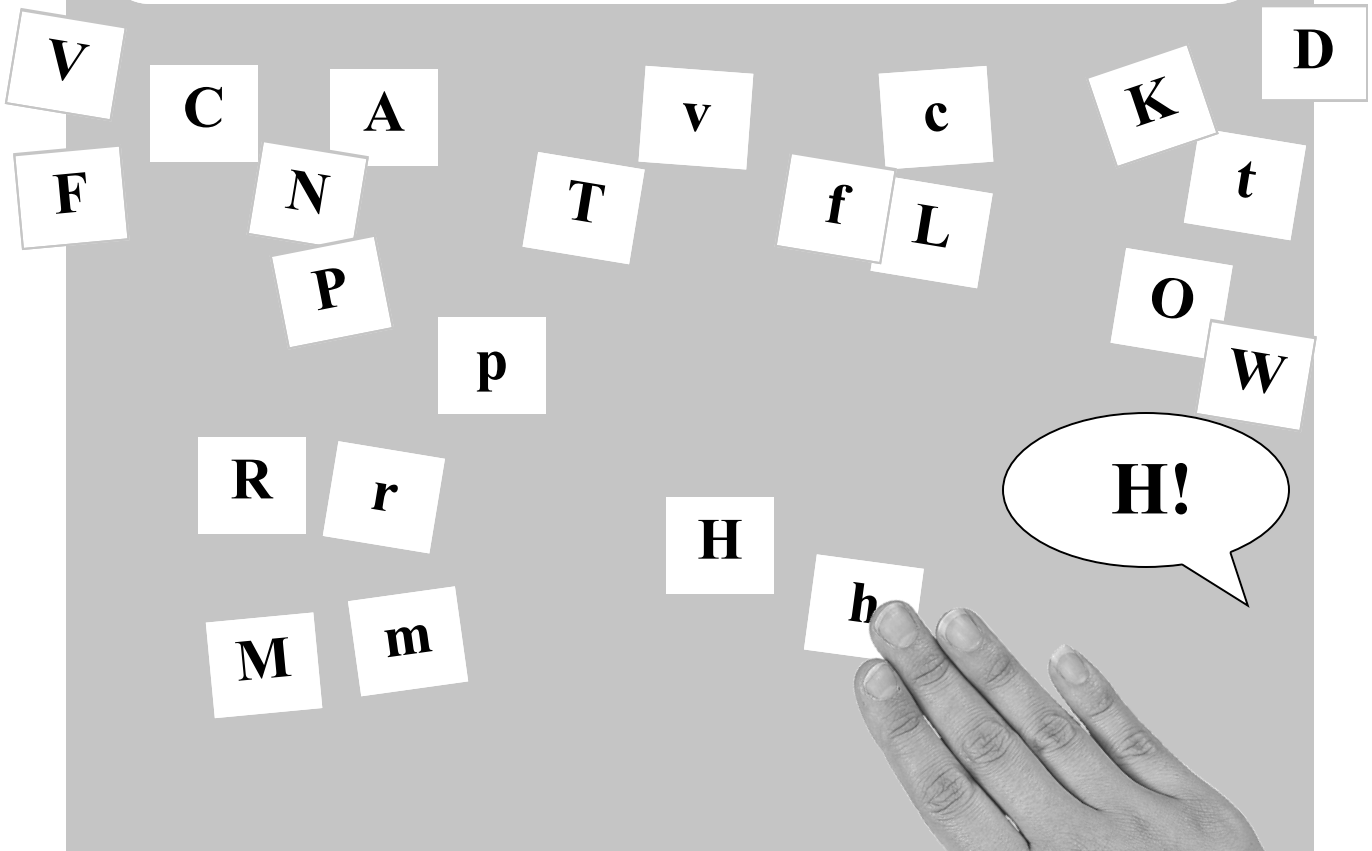
Directions: *Invite* your student to take a walk with you to hunt for letters. *Tell* him which letter(s) to look for and see how many he can find in 10 minutes. Each time he sees the letter, he says its name and keeps a tally on his paper.



Match Up

ABC Materials: a set of upper and lower case alphabet cards (pages 108-112)

Directions: *Randomly* distribute the matching upper case and lower case letters your student is working on. *Direct* him match each upper case to its lower case, saying its name.



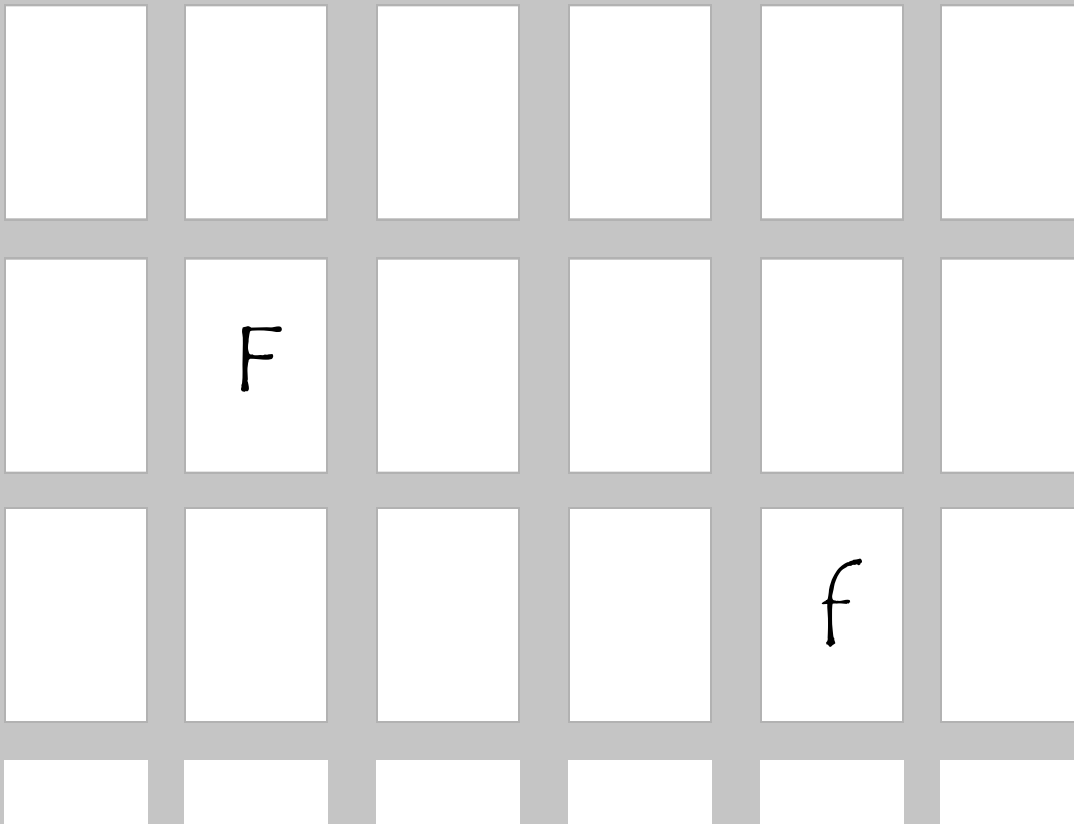


Upper/Lower Case Matching

Concentration

Beforehand, make a set of Concentration cards by writing each of the upper and lower case letters on an index card. Write firmly but lightly so the letters can't be read through the back. **Then**, during your tutoring session, follow the directions below.

1. Determine a manageable number of cards for your student. Then select the matching upper and lower case letters. Shuffle them.
2. Lay them face down in a grid as shown below.
3. **To Play:** Taking turns, each player turns two cards face up, naming each letter as the card is turned over. If the cards are an upper and lower case match, the player keeps the cards and gets another turn. If the cards do not match, the player turns the cards over and the next player takes a turn.



The Alphabet

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m n o p q r s t u v w x y z