

WORD BUILDING ROUTINE

1. Prepare enough sets of word cards for the number of children in the group. If you are teaching words that contain the rime /it/, you should have word slips containing this word. Again, you will introduce only one word at a time until you are sure the children understand the orthographic pattern.
2. Model reading the word and one of the additional words (*it*, *fit*).
3. Cover the first letter *f* and read the remaining word *it*.
4. Uncover the initial letter, and show the word again as a whole word. Read it and point to the /it/ sound in *fit*, and explain that the sound of the word *it* is the same sound of the /it/ they hear and see in the word *fit*. Read the word together. Invite them to practice separating and blending the word parts.
5. If you assess that they need more practice, you may again repeat this modeling, or you can cut the word into two chunks, /f/ and /it/. Model putting the two chunks back together, starting with the chunk they know, /it/.
6. As their knowledge grows, cut the three letters apart and have the children reassemble them.
7. Then, have them write the word on whiteboards and finally in their word books.
8. After you have repeated this pattern with additional words, scramble all the initial letters, and have the children reassemble the words and write each one on their whiteboards.
9. Finally, say each word and ask the children to write the word from memory. This allows you to assess if they have mastered the word. If you notice that a child is unable to successfully spell one of the words, be sure to again have them practice looking at it, comparing it to the phonogram in focus, and correcting it.