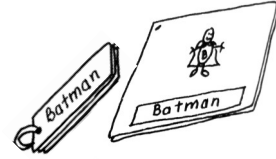


STEP 1



1. **Child “reads”** all the old words — take off any not immediately recognized.
2. **Talk** — help decide on a special word.
3. **Write** that word on the card. — be sure the child watches.
4. **Child traces** over the word with index finger of their writing hand.
5. **You make a duplicate.**
6. **Child glues** and **illustrates** it.

— See reverse side of card for special instructions for this child. —

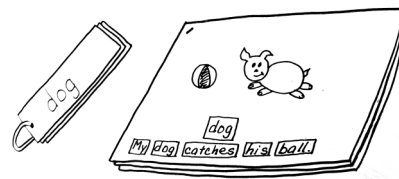


STEP 2

- 1 **Child “reads”** all the old words — take off any not *immediately* recognized.
- 2 **Talk** — help decide on a special word.
- 3 **Teach the spelling for only ONE sound** as you write the word. If child knows how to spell the beginning sound, write it and continue through the word until you come to one you can teach. **Before you write it, have the child find it** on the phonics pictorial chart and **write it with the index finger of their writing hand on the table.**
- 4 **Child traces** over the word with index finger.
- 5 **Write child’s sentence** on the BACK of the card. **Have child “read” the sentence one or two times as you go**, “to help me remember what to write.”
- 6 **You make a duplicate.**
- 7 Child **glues** and illustrates duplicate.

— See reverse side of card for special instructions for this child. —

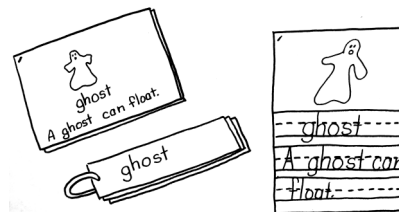
STEP 3



1. **Child “reads”** all the old words — take off any not *immediately* recognized.
2. **Talk** — help decide on a special word.
- 3 **Teach the spelling for only ONE** sound as **you write** the word. If child knows how to spell the beginning sound, write it and continue through the word until you come to one you can teach. **Before you write it, have the child find it** on the phonics pictorial chart and **write it with the index finger of their writing hand on the table.**
4. **Child traces over** the word with index finger.
5. **Write child’s sentence on the BACK** of the card. Have child “read” **the sentence one or two times** as you go, “to help me remember what to write.”
6. **You make a duplicate.** (For advanced: Once the child is comfortable with this step, begin writing the **word in pencil** and the **sentence with a pen**. Then child **traces** over the word, using your pen. Some children will want to trace over the sentence. If so, write it in pencil, too.)
7. **Child cuts up** and **reassembles** sentence.
8. **Child glues** and **illustrates** duplicate.

— See reverse side of card for special instructions for this child. —

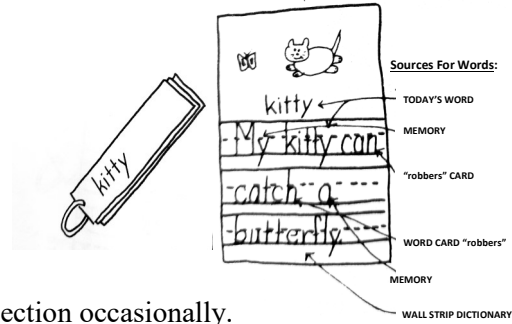
STEP 4



1. **Child reads** his newest words regularly and his entire collection only occasionally now.
2. **Talk** — help decide on a special word.
3. **Teach the spelling for only ONE** sound as **you write** the word. If child knows how to spell the beginning sound, write it and continue through the word until you come to one you can teach. **Before you write it, have the child find it** on the phonics pictorial chart and **write it with the index finger of their writing hand on the table.** (By now this child is probably ready to spell sounds that are made by combinations of letters.)
4. **Write child’s sentence on the BACK** of the card. Have child “read” **the sentence one or two times** after you have written it. **Child copies** the sentence **into the book** and **illustrates** it.

— See reverse side of card for special instructions for this child. —

STEP 5



Child reads a few of his newest words and entire collection occasionally.

Talk — help decide on a special word.

Refer to the Phonics Acquisition Chart. Teach the spelling for only **ONE** sound as you write the word. If child knows how to spell the beginning sound, write it and continue through the word until you come to one you can teach. **Before you write it, have the child find it** on the phonics cartoon chart and **write it with the index finger of their writing hand on the table.** (By now this child is ready to spell sounds that are made by combinations of letters.)

Child writes the sentence independently. There will be no sentence on the back of the word card.

Child will locate spellings from the word ring, by sounding them out, from wall strip dictionary, books, neighbors, charts, etc.

— See reverse side of card for special instructions for this child. —

Note: A child at **STEP 6** no longer gets words.

