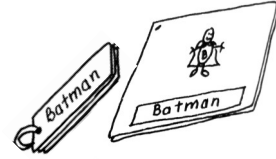


## STEP 1



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. —

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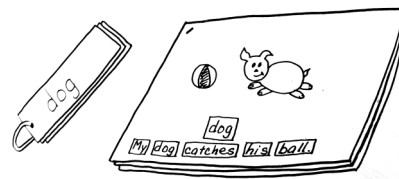
## STEP 2

- 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. —

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### 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. —

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### STEP 4

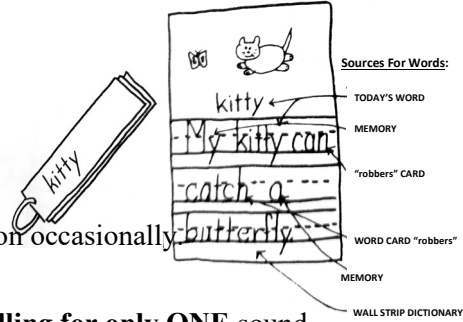


1. **Child reads** his newest words regularly and his entire collection only occasionally now.
2. **Talk** — help decide on a special word.
3. **Teach the spelling for only ONE** sound as **you write** the word. If child knows how to spell the beginning sound, write it and continue through the word until 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. —

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## 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. —