

Transitioning Students from Cracking the Code

Note: Do not use until you have completed all patterns.

This activity will help increase the speed for word recognition.

Some students will need to be taught to use the marking only on words they do not know. They also will need a little help in increasing their speed when reading words. This activity is designed to help them with those issues. You will use the student workbook for these lessons.

Use Section B of the Student workbook. Find a page that was not used or use one of the Consonant/Consonants that go together pages.

Say: Today we are going to learn when to use the marking system. The first question you will ask when you look at the word is, Do I know the word. If you know the word you will have 5 seconds to pronounce it. If you do not know the word, you must mark it using the marking system, tell me how many sounds, and syllables and then tell me the word.

(I will use page B-4 as the example)

I will do the first one for you. I know the first word “toast” so I do not have to mark it. I will now call on someone and they will have to tell the next word or mark it.

(If you have a certain combination that students are struggling with, three vowels or gh patterns, go to that section and use those words. The review sections are also good as they have a variety of patterns on the same page. Ex. B-27)

You can also use their vocabulary words, spelling words, or have students find words and put them on the board. You will find that the students prefer calling the word to having to mark it. This incentive to just call the word also allows the students to feel confident in their ability to read words.