Words in a Row Instructions

a

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

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

What are the *Words in a Row* pages?

The *Words in a Row* pages are all about training the eyes and mind to look for specific Sound Pictures **inside of the words on the page—*before* we read the word.** The "looking inside a word for the Sound Picture" skill is a critical skill to reading correctly and with fluency. The specific Sound Picture that we're looking for is found in the square (box) at the top and center of the page.

The instructions here are divided into two types of learners: 1) *younger beginners* (those who are brand new to reading) and 2) *older beginners* (those who started reading already and are beginning anew, to increase accuracy, fluency, and speed).

What do we need, to begin?

- **About 25 manipulative pieces or hands-on tokens.** Each manipulative piece or token should be the size of one Sound Picture (or letter) on the page.
- **Two (2) bowls,** with one bowl large enough to hold all of the manipulatives
  - Place the manipulatives inside of the larger bowl
  - Leave the second bowl empty
- **Clothespins or paper clips.** For younger beginners, gather seven (7) clothespins or seven (7) extra-large paper clips (one for each line of words); for older beginners, gather one (1) clothespin or one (1) extra-large paper clip
  - **Younger beginners**, put the clothespins or clips on the left side of the page, with one pin/clip lined up with each row (line) of words
  - **Older beginners,** put one clothespin (or paper clip) on the left side of the page, at the first line (the row with the book)

How do we use the pages?

Do not read the words! The task is to only look for ("find") the specific Sound Picture inside of the word(s).

Place the bowls: Before beginning, if right-handed, place the bowl of manipulatives above the page and to the left side of the page; place the empty bowl above the page and to the right side of the page. If left-handed, place the manipulatives bowl above the page and to the right, and place the empty bowl above the page and to the left.

Move across the row(s): To begin, start at the top left, at first row on the page. Remove the first clip and place it into the empty bowl. Take one manipulative or token from the full bowl and, with the token held between the thumb and index finger, hold it on (or under) the first icon/picture at the start of the first row. Now move the token to the right, along each letter, just below the letters, until the "target Sound Picture" for the lesson is found. (Note: If the token is "see through," it can be held partially on the bottom edge of the Sound Picture.)

What to say: Say, "Where's the Sound Picture for the [say the sound]? Is this it? No... that's not it. Let's keep going. Is this it? Yes!" When the Sound Picture is "found," place the piece onto the letter, covering the Sound Picture completely. Now get a second manipulative from the bowl and, beginning at the placed token, continue to "search and find" the Sound Pictures that match. When each Sound Picture is found, cover the Sound Picture – until all of the target Sound Pictures in the row are covered. Important: Do not attempt to read the word! Simply "find the Sound Picture" and cover it up, saying the sound as the Sound Picture is

Basic Code – Sound Pictures
a b c k ck d e f g h i j l m n o p r s t u v w y z s qu x

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

covered. Continue across the row, following the dots between the words to the next Sound Picture, until all of the target Sound Pictures on the page are covered.

Using a Lead Card: For ease and for a more direct, one-on-one visual correspondence while finding the Sound Picture—instead of holding a manipulative piece, the young beginner can hold a Lead Card (square card with the Sound Picture drawn onto it). The card is moved along the row in the same way, left to right, across the words and dots on the page—so that there is a direct "picture" to look at, while finding the Sound Picture. Once the target Sound Picture is "found," the reader reaches up, gets a token from the bowl, places the token onto the Sound Picture, and "keeps looking for the next Sound Picture."

Older beginners: Older beginners can use the page for fluency. As shown above, first find the Sound Picture inside of every word on the page, left to right and top to bottom in "reading order" (following the directions above). Be sure to find all of the Sound Pictures on the page first. Then, beginning at the top left again, 1) remove the token from the first word, 2) say the sound of the Sound Picture that was uncovered, and then (and only then!) 3) read the word by blending the sounds, left to right, with the finger underneath and moving across (just like the token/manipulative moved across the bottom of the word). Repeat, for all of the words in the rows.

Why use clips and bowls?

Clips, manipulatives and tokens, and bowls provide physical anchors to a visual task. Physical anchors make a different kind of memory in the mind (a physical memory) that can often be remembered more easily.

Also, by using all of the senses (seeing, saying, hearing, touching, moving), your student remembers the task better (has stronger recall). With the physical movement, the learner stays on task longer than pencil and page only because the body is involved in the game-like activity.

The clips also physically show the student's progress (we can clearly see what has been accomplished), giving the student a greater sense of accomplishment (which "fits" a child's developmental level).

Reaching across to the bowls to get the manipulative or to drop the clip into the bowl crosses the student's midline. "Crossing the midline is vital to the development of using both sides of the body together... [and] promotes the coordination and communication of the left and right hemispheres of the brain. It also encourages bilateral coordination, the process of developing a dominant hand and development of fine-motor skills."[1]

How do the pages create smooth, easy reading?

The goal is to "see inside the word" first, to identify the Sound Picture(s) first—before reading the word. This reading in and through skill (seeing and decoding the internal Sound Pictures first, before blending a word) is one of the most important foundational skills to reading correctly and smoothly (with fluency). Reading in and through directly transfers to advanced reading (reading longer and more complex words)—and is critical to fluency and comprehension, later on.

---

[1] From https://www.cdchk.org/parent-tips/what-is-crossing-the-midline/, accessed July 12, 2020.

a

📖 …an…….add……..zap.

✈ …at…….sat…….hat.

❀ …am……..sax…….nag.

✪ …as…….Jan……..pan.

❄ …Nan…….bag……..cab.

✿ …wag……..can…….tan.

☆ …bat……..ran……..sap.

✸ …fad…….tap…….ban.

a

📖 ...cat.......cap........dad.

✈ ...gab........gag........gap.

❀ ...jab........jag........pad.

✪ ...pat........tab........tad.

❄ ...tag.......Zack.....back.

✿ ...Jack.....pack.....tack.

☆ ...Jazz.....hack.....sack.

✸ ...rack.....lack.....mass.