

Using your Cardstock 3-Part Cards

Before you begin

This activity can be done with one or several children. Begin by using the picture-only cards alone in a vocabulary lesson. The child must know all vocabulary before s/he will be able to succeed with this work. Divide the cards into smaller groups of six to eight cards, depending on the child. Display this subset on the child's work shelf in a tray, basket, or cloth pouch. Also, be sure to include a special introduction that prepares the child to use the cardstock cards. Say, "These cards are so special. They are made from cardstock. We need to wash and dry our hands before we use them." Go together to do so. Make this part of your routine every time you use cardstock materials.

Presenting the Vocabulary

Presenting the Vocabulary (using the 3-period lesson)

Period 1: Place three or four picture-only cards on a clean workspace that is free from distractions. Touch and name the first card. Say, "*This one is cordate, cordate.*" Repeat for all.

Period 2: Move your hands away and say, "*Show me the cordate one.*" If s/he cannot or points to the wrong card, simply use your own hand to point to the correct card and repeat period 1. Continue to ask the child to "show you" the other pictures. Keep it lively by asking them to put the cards in different locations. For children who need to move, use two tables on opposite sides of the room and instead of saying "show me" say "bring me." You can teach children how to play the bring me game with each other. It is wonderful independent work. Have fun with it!

Period 3: Point to a card and say, "*What is this?*" If the child does not say the name, give him/her a hint like the first sound of the word. Do whatever you can to help the child succeed! If s/he still cannot name the object, return to period 2. When the child grows confident with the vocabulary, have fun by mixing up the cards before asking the child to name them. Add an element of mystery by asking the child to close his/her eyes while you or some other children mix up the cards.



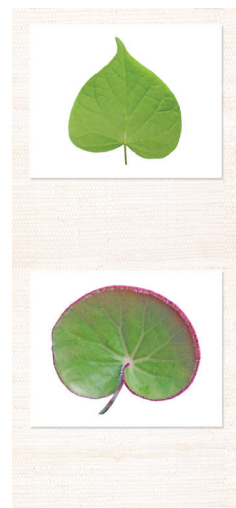
Depending on the child, you may get through all three periods in one lesson or you may need to repeat the first two periods over the course of several days before the child is ready to demonstrate mastery in period three. Keep in mind that it is during the second period that most learning takes place. Place your emphasis there.

Reading the Cards

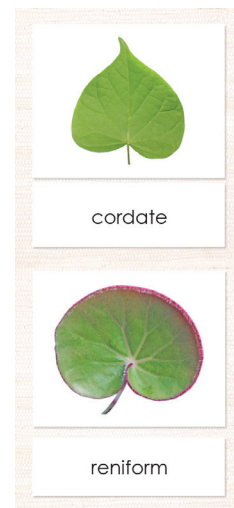
These cards include phonetic and non-phonetic words. They should be used with children who are solid phonetic readers. Start with a subset of six to eight leaf shapes, depending on the abilities of the child. Place these

1. Find a clean workspace that is free from distractions.
2. Place the control cards (which include the word and picture on one card) face-down on the workspace.
3. Place the picture-only cards face-up in a column on the left side of the workspace (see Step 1). Say the name of each as you put it down.
4. Pick up a word-only card. Say, "Let's see if you can match the pictures with these names." Help them with a few (sound out each letter/phonogram) and then place the labels under the corresponding picture (see Step 2).
5. Say, "Now, let's check and see if we were right!" Layout the control cards next to the matching pictures (see Step 3). Let the child discover his/her own errors and fix them independently. If s/he can't see the errors, s/he may not be ready for this work. Back-up and review the letter sounds/symbols.

Reading: Step 1



Reading: Step 2



Notes

- ▶ Always give the child the opportunity to repeat the work. You or another child can mix up the cards for him/her so she can start over.
- ▶ Begin with the cards that the child is most familiar with (e.g., the pets cards for a child who loves animals).
- ▶ For fluent readers, you can extend this activity by having him/her copy the words or write them from memory. Either you or another child can read the words on each card to the child. The child then writes them down without looking. If the child wants to, s/he can check the work with the control cards. Be careful not to stress accurate spellings too early (spelling doesn't count before age 6) – this may lead to frustration and resistance to doing the work in the future.

Reading: Step 3

