

## Using your 3-Part Cards

### Presenting the Vocabulary (using the 3-period lesson)

Before doing the reading work, you want to make sure the children know the names of all of the objects pictured. The 3-Period lesson is an excellent way to teach vocabulary to a single child or a small group of children. Depending on the child, you may get through all 3 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.

**Period 1:** Place 3 or 4 photo-only cards on a clean workspace that is free from distractions. Touch and name the first card.

Say, ***"This is an island."*** Repeat for all.

**Period 2:** Move your hands away and say, ***"Show me the island."*** 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 photos. 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.



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### Reading the Cards

These cards include phonetic and non-phonetic words. They should be used with children who are solid phonetic readers. Remember, it is better for the child to feel s/he is too smart for the work than that the work is too smart for him/her! At the same time, we work to individualize each child's reading experience by offering new words that are just the right level of challenge.

1. Find a clean workspace that is free from distractions.
2. Place the control cards (which include the word and photo on one card) upside-down on the workspace.
3. Place the picture-only cards right side up in a column on the left side of the workspace. Say the name of each as you put it down.
4. Pick up a word-only card. Say, ***"Let's see if we 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.
5. Say, ***"Now, let's check and see if we were right!"*** Layout the control cards next to the matching pictures. 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.



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### 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 (eg, cards with pictures of pets for a child who loves animals).
- ▶ For fluent readers, you can extend this activity by inspiring him/her to 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.