

# Using your "Parts of" Photo Cards

## I. Naturally Expose the Children to the New Vocabulary

Before using the cards themselves, naturally expose the children to the new vocabulary by regularly using it in conversations, by observing live animals/plants, and by reading aloud the corresponding definition books. This is your opportunity to thoroughly internalize the terminology so that you can bring it to life for the child.

## II. Practice the Vocabulary with the 3-Period Lesson

Use the photo-only cards from this packet in 3-period lessons.

**Period 1:** Place three or four photo cards on a clean workspace that is free from distractions. Touch and name the first card. Say, "These are the branches." Repeat for all. **Period 2:** Move your hands away and say, "Show me the branches." If s/he cannot or points to the wrong card, simply move back to period 1. Repeat this period many times before moving on to period 3. **Period 3:** Point to a card and say, "What is this?" If the child does not say the name, simply move back to period 2. 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 3. Keep in mind that it is during the second period that most learning takes place. Place your emphasis there.



## III. Use the cards for Independent Reading Work

The words on these cards are advanced. Since we want the child to have the potential to succeed with this work, save it for confident readers who are comfortable with the vocabulary. Begin by finding a clean workspace that is free from distractions. Place the word cards and control cards upside-down on the top of the workspace.

1. Place the photo-only cards right side up in a column beginning on the left side of the workspace (continue by beginning a new column in the middle if necessary). Say the name of each as you put it down.
2. Pick up a word card. Say, "Let's see if we can match the pictures with these names." Help them with a few (sound out each word) and then place the labels under the corresponding picture. Fade back as the child does the rest.
3. Say, "Now, let's check and see if we were right!" Layout a few control cards next to the matching pictures. Let the child do the rest, 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 and/or the vocabulary involved.

Step 1: Layout photos



Step 2: Match words to photos



tree



leaves



branches



trunk



roots

Step 3: Layout control cards to check work independently



tree



tree



leaves



leaves



branches



branches



trunk



trunk



roots



roots