

What is Needed to Prepare for Decoding Instruction?

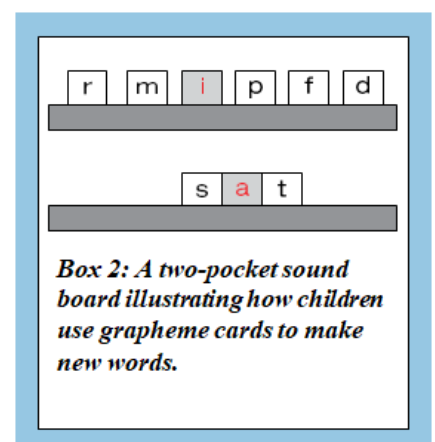
Getting your concrete materials ready



Some of the materials you need for decoding instruction can be easily made (e.g., word cards) and other materials are readily available in the classroom or in school libraries (e.g., paper to create a dictation note-book, at-home reading books to practise reading words in context). Some commercial programs (see, for example, Blachman & Tangel, 2008) provide some of these materials for you (e.g., letter cards, word cards), but it is always helpful to have things like blank index cards, dry erase boards, and markers readily available so that you can individualise the program for your students. You may be working with a group of children, for example, who need to practise many more words using the short /a/ sound than are provided on the cards prepared by the commercial program you are using.

Materials needed

- **Sound cards.** Index cards can be used to create a pack of sound cards to use to both assess and teach sound-symbol correspondences. See Appendix A* for a list of sound-symbol correspondences and key words to use when you create your sound pack.
- **Sound boards for each student and one for the teacher.** As illustrated in Box 2, a sound board is an individual pocket chart. Children use their sound board to manipulate grapheme (letter) cards (moving the grapheme cards from the top pocket where letters are stored for that day's lesson to the bottom pocket) to make and decode words with specific phonic patterns. The teacher also needs a sound board to model the activity and to provide corrective feedback if children are having difficulty.



- **Grapheme (letter) cards for each sound board.** Each sound board needs an accompanying set of grapheme cards. See Appendix B* for a complete list of grapheme cards needed.
- **Word cards.** Index cards can also be used to create a pack of word cards to reinforce the particular phonic patterns being taught. Children use these cards to practise reading words accurately and fluently. Index cards can also be used to practise reading high-frequency words the children are being taught (e.g., said)—words that are seen frequently in early children's readers, but that may not be phonetically regular. It is useful to have two colours of index cards available and use one for the decodable words and another for the high-frequency words.
- **Books for oral reading.** It is helpful to have a variety of decodable readers (also referred to as phonetically controlled readers) so children have opportunities to practise using their decoding skills in connected text (e.g., Primary Phonics [Makar, 1995]; Dr. Maggie's Phonics Readers [Allen, 2003]). Many core reading programs (basal programs) now have decodable readers in addition to more traditional basal readers. Children also need to practise reading texts that are **not** phonetically controlled (children's literature, including both narrative and expository texts representing a variety of genres) to make sure they are generalizing their decoding skills to new material.
- **A notebook for each child** (or dry erase boards and markers for young children who cannot yet write easily with a pencil). The notebooks can be used to practise spelling words with the patterns that the children are learning to decode.
- **A timer or stopwatch.**
- **Blank lesson plans.** See page 3



Teacher Tips:

When making both letter cards and word cards, it is helpful to write the vowels in red whether you are creating the cards by hand or printing them on the computer.

**Please note: Appendix A & B will be provided as a resource at the end of this series*

Reference:

Teaching Tutorial: Decoding Instruction

Benita A. Blachman and Maria S. Murray

In association with Teaching LD.org

Adapted for a global audience by Get into Neurodiversity

Lesson Plan

Date: _____ Student name(s): _____

1. Practise Sound-Symbol Associations—Sound Cards

2. Practise Phoneme Analysis and Blending—Sound Board

Optional blending activity - list patterns to be used (e.g., sa, fa, ma): _____

Sound board target skill(s): _____, _____

Words: _____

3. Read Phonetically Regular and High-Frequency Words—Word Cards

Phonetically regular words:

High-frequency words:

4. Read Connected Text - Decodable and Other Texts

Decodable book (Level and Pages):

Practise reading books for reinforcement:

5. Spell Dictated Words and Sentences—Dictation Notebook

Words:

Sentences (one or two):
