

Build words

MAT

MAP *

PAM (switch letters)

PAT

SAT**SAM****TAM****TAB** ***STEPS:****Tutor:**

build first word (once)

Student:

tap the vowel (once)

b-p

check for tricky letters



touch-and-say



slowly blend



fast like a word

Tutor:

change one tile

H: Read Real Words with Tiles

Say this only once, to explain the task:

**“Now I’m going to make a word out of these tiles.”**

- *Tutor builds MAT out of tiles.*

**“Figure out the vowel first. Go ahead and tap that vowel.”**

- *Student taps Apple Apple /a/ /a/ /a/*

b-p**“Check for tricky letters. Are there any?” No****“So next, touch-and-say each sound, like this.”**

- *Tutor uses her index finger and touches the M tile while saying /m/, touches A tile while saying /a/, then touches the T tile while saying /t/.*

“You try it. Touch-and-say each sound.”

- *Student touches and says each sound.*

**“Next, slowly blend those sounds together, like this.”**

- *Tutor drags her index finger below the tiles while **slowly** saying /mmm/-/aaaa/-/t/.*

“You try it.”

- *Student mimics your slow dragging and blending.*

**“Now say it fast—like a word.” Mat****“Excellent. Got the idea?” Yes****“Now I’ll change the last letter.”**

- *Tutor makes changes shown in the narrow column.*

FOR A REPEAT LESSON, build these words:

MAP *

SAP**SAM****BAM** ***TAM****TAP** **** means remind student to check Balloons-Pigs**

C: Phonemic Awareness Warm-up

“Let’s try something new. I’ll say a nonsense word, you repeat it.”



“Ready? SAB.” Sab



“Now say just the FIRST sound in that word.” /s/



“Point to the letter that makes that sound.”

- Student points to the S tile.



“Now we’re going to switch. This time, I want the LAST sound.”



“Ready? FAB.” Fab



“What’s the LAST sound?” /b/

“Check. Balloons or pigs?”

- Student makes Balloons gesture



“Point to the letter that makes that sound.”

- Student points to the B tile.

FOR A REPEAT LESSON:

dictate the same words.

Dictate words**First sound**

SAB

PAF *

FAP

BAM *

Last sound

FAB *

TAS

BAM

FAP *

STEPS:**Tutor:**

say word

**Student:**

repeat word



say just the first sound
(or last sound)



point to tile

* means remind student to check Balloons-Pigs

Build words

GAP *

SAP

SIP

NIP**TIP****TAP**

TAB *

CAB

CAM

RAM

RAG

RIG

PIG ***PIN****PAN**

STEPS:

Tutor: build first word (once)**Student:**

tap the vowel if it changes

b-p

check for tricky letters



touch-and-say



slowly blend



fast like a word

Tutor:

change one tile

H: Read Real Words with Tiles

Say this only once, to explain the task:

 “Now let me build a word out of those tiles.”

- *Tutor builds GAP out of tiles.*



“First, tap the vowel.”

- *Student taps Apple Apple /a/ /a/ /a/*

b-p “Next, check for tricky letters. Is there a tricky letter in that word?” Yes

“So check it.”

- *Student makes Pigs gesture*

“What sound will it make?” /p/



“Good. Now touch-and-say.”

- *Student uses index finger and touches the G tile while saying /g/, touches the A tile while saying /a/, then touches the P tile while saying /p/.*



“Slowly blend.”

- *Student drags index finger below the tiles while **slowly** running those sounds together as /g/-/aaaa/-/p/.*



“Fast like a word.” Gap



“Now I’ll change a tile.”

FOR A REPEAT LESSON, build these words:

FIT

TIN**FAT****TAN****BAT** ***PAN** ***BAG****PAM****BIG****RAM****BIN****RIM****PIN** ***RIG*** means remind student to check **Balloons-Pigs**

I: Spell Real Words with Fingers, then Tiles

Say this only once, to explain the task:



“Now let’s do the opposite. I’ll say a word, and you break it into sounds.”



“The first word is MAT.”



“Repeat that word.” Mat



“Now say it again, very slowly.” /mmmm/-/aaaa/-/t/



“Use your fingers to break it into sounds, like this.”

- Tutor uses NON-WRITING hand and raises thumb while saying /m/, raises index finger while saying /a/ - Apple, and raises middle finger while saying /t/.

“You try it.”

- Student mimics that finger spelling.



“Now do it one finger at a time. Raise your thumb and make its sound.” /m/

“Pull down that letter.”

- Student pulls down the M tile



“Raise your next finger and make its sound and keyword.” /a/-Apple

“Pull down that letter.”

- Student pulls down the A tile and places it after the M tile.



“Now raise your last finger and make its sound.” /t/

“Pull down that tile.”

- Student pulls down the T tile and places it after the A tile.



“The last step is to double check your spelling. Do that by reading the word as if you never saw it before. So touch-and-say each sound.”



- Student touches each tile while saying /m/ /a/ /t/

“Slowly blend.”



- Student runs index finger below tiles and blends the sounds together: /mmm/-/aaaa/-/t/.



“Now say it fast like a word.” Mat

“Is that the word you wanted?” Yes



“Nice job. Go ahead and push those tiles out of the way.”

FOR A REPEAT LESSON, dictate these words:

SAT MAT MAP * BAM * PAT *

Dictate Words

MAT

SAP *

PAM *

TAB *

FAT

TAP *

STEPS:

Tutor:



say word

Student:



repeat word



say word SLOWLY



finger spell



bring down 1 tile for each finger



double check



touch-and-say



slowly blend



fast like a word



put the tiles away

Build Words

FAM

SAB *

FAP *

SAF

BAP *

STEPS:**Tutor:**

build a word

**Student:**

tap the vowel (once)

b-p

check for tricky letters



touch-and-say



slowly blend



fast like a word



put tiles away

J: Read Nonsense Words with Tiles

Say this only once, to explain the task:

**“Now I’m going to build a nonsense word.”**

- *Tutor builds FAM out of tiles*

**“Figure out the vowel first. Tap that vowel.”**

- *Student taps Apple Apple /a/ /a/ /a/*

b-p**“Check for tricky letters. Are there any?” No****“So touch-and-say.”**

- *Student touches F and says /f/, touches A and says /a/, touches M and says /m/.*

**“Slowly blend those sounds together.”**

- *Student slowly drags index finger below the word while saying /ffff/-/aaaa/-/mmm/*

**“Now say it fast like a word.” Fam****“Beautiful. Go ahead and push those tiles out of the way.”**

- *Tutor builds the words in the narrow column.*

FOR A REPEAT LESSON, build these words:

BAF *

TAS

FAP *

SAB *

MAF

*** means remind student to check Balloons-Pigs**

K: Spell Nonsense Words with Fingers, then Tiles

Say this only once, to explain the task:



“Now you’ll spell some nonsense words the same way you spelled real words. Ready? The first word is FAB.”



“Repeat that word.” Fab



“Say it slowly.” /ffff/-/aaaa/-/b/



“On your fingers.”

- Student raises thumb and says /f/, raises index finger and says /a/-Apple, then raises middle finger and says /b/.



“Now one finger at a time.”

- Student raises thumb, says /f/, pulls down F.
- Student raises index finger, says /a/-Apple, pulls down A.
- Student raises middle finger, says /b/.

“Tricky one. Check. Is it balloons or pigs?”

- Student makes *Balloons* gesture.

“Pull down the tile that matches that shape.”

- Student pulls down B.



“Now double-check by reading it like you never saw it before. First touch-and-say.”



- Student touches each tile while saying /f/-/a/-/b/

“Slowly blend.”



- Student drags index finger below the tiles while saying /ffff/-/aaaa/-/b/



“Now say it fast like a word.” Fab

“Is that the word you wanted?” Yes



“Then it’s correct. Go ahead and push those tiles back.”

FOR A REPEAT LESSON, dictate these words:

MAB *

FAM

PAF *

FAS

* means remind student to check **Balloons-Pigs**

Dictate Words

FAB *

MAF

FAP *

PAB *

STEPS:**Tutor:**

say word

Student:

repeat word



say word SLOWLY



finger spell



bring down 1 tile for each finger



double check



touch-and-say



slowly blend



fast like a word



put the tiles away

STEPS:**Student:**

put word frame around word

check for tricky letters

read word

if unsure or inaccurate:

touch-and-say

slowly blend

fast like a word

L: Read Words Through Word Frame

**“Now you’re going to read words using a word frame.
Here’s how that works.”**

- *Tutor brings out the Lesson 1: Read These Words page.*
- *Tutor puts word frame around the first word.*

“If you know the word for sure, just say it.”

“Otherwise, touch-and-say each sound, then blend them together.”

“By the way, if there are any tricky letters, I’ll remind you to check by going like this.”

- *Tutor makes the Balloons-Pigs gesture*

“The first column contains real words. Go ahead and read the first one.”

- *Student either says word, or touches and says each sound, slowly blends them together, then says it fast like a word.*

TUTOR NOTE: If student misreads the word, say “That’s one you’ll have to touch-and-say.”

“Now move down to the next word and do the same thing.”

TUTOR NOTE: The first two columns are real words. The third column contains nonsense words, which the student will HAVE to touch-and-say, slowly blend, then fast-like-a-word.

FOR A REPEAT LESSON:

start the word frame on the last word and work backwards.

Lesson 1
READ THESE WORDS
using the Word Frame

Student Page # 3

mat

mam

taf

bam

fat

fab

map

tap

saf

sam

tam

bap

Dictate real words

TAB *

PAT *

BAM *

PAP *

BAT *

Dictate nonsense words

FAS

MAB *

BAF *

SAB *

BAP *

STEPS:**Tutor:**

say word

Student:

repeat word



say word SLOWLY



finger spell

finger spell and write
each sound

double check



slowly blend



fast like a word

M: Spell Words with Fingers, then Paper

Say this only once, to explain the task:

“Now you’re going to spell words on paper.”

- Tutor hands student a piece of paper but NOT a pencil.

“But the first part will be the same. You’ll start by finger spelling.”**“Ready? The first word is TAB.”****“Repeat that word.”** Tab**“Say it again, slowly.”** /t/-/aaaa/-/b/**“Use your fingers to break it into sounds.”**

- Student raises thumb on NON-WRITING hand while saying /t/, raises index finger while saying /a/-Apple, raises middle finger while saying /b/.

“Good. Here’s the new part.”

- Tutor gives the student a pencil.

“The first sound is?”

- Student raises thumb and says /t/.

“Write that letter.”

- Student writes T

“The next sound is?”

- Student raises index finger and says /a/-Apple.

“Write that letter.”

- Student writes A

“The last sound is?”

- Student raises middle finger and says /b/.

“That’s a tricky one. Check.”

- Student makes Balloons gesture.

“Write that letter that matches that shape.”

- Student writes B

Dictate word

RIG
RIP *

LAP *
LIP

HIT
HAT
HAM

RIB *
FIB

BIG *
BAG

STEPS:



Tutor:
say word



Student:
repeat word



say word SLOWLY



finger spell



bring down 1 tile per finger



double check by blending

Tutor:



Find the sound that's
different. XXX.ö

Student:



repeat word



say word SLOWLY



finger spell



change one tile



double check by blending



put tiles away

I: Spell Real Words with Fingers, then Tiles

Say this only once, to explain the task:



“Now let’s do the opposite. I’ll say a word, and you break it into the sounds. Ready?”



“The first word is RIG.”



“Repeat that word.” Rig



“Now say it again, very slowly.” /rrrr/-/iiii/-/g/

“Finger spell.”

- Student uses NON-WRITING hand and raises thumb while saying /r/, raises index finger while saying /i/-lthy, and raises middle finger while saying /g/.



“Make the first sound and bring down that tile.”

- Student raises thumb, says /r/, brings down R



“Make the next sound, keyword, and bring it down.”

- Student raises index finger, says /i/-lthy, brings down I



“Make the last sound and bring it down.”

- Student raises middle finger, says /g/, brings down G



“Now double check by slowly blending those sounds together.”

- Student runs index finger below tiles while saying /rrrr/-/iiii/-/g/.

“Fast like a word.” Rig

“Is that the word you wanted?” Yes



“Here’s a new step. I’m going say another word, then I’ll have you compare the two words and find the sound that is different. Ready? Rip.” Rip



“Say it slowly.” /rrrr/-/iiii/-/p/



“Finger spell.”

- Student uses NON-WRITING hand and raises thumb while saying /r/, raises index finger while saying /i/-lthy, and raises middle finger while saying /p/.



“Compare the sounds on your fingers to the letters on the table (one by one) until you find the sound that’s different.”

- Student raises thumb, says /r/, and looks at the first tile already on the table. Since it matches, student raises index finger, says /i/-Itchy, and looks at the middle tile. Since it matches, student raises middle finger, says /p/ looks at the final tile on the table and discovers it is different.



“Go ahead and change it. But that’s a tricky one, so check.”

- Student removes last tile, makes the Pigs gesture, brings in P tile



“Now double check that new word by slowly blending those sounds together.”

- Student runs index finger below the tiles while saying /rrrr/-/iiii/-/p/

“Then fast like a word.” Rip

“Is that the word you wanted?” Yes



“Perfect. Now push those tiles out of the way.”

- Student pushes tiles away

“Here’s the next word.”

FOR A REPEAT LESSON, dictate these words:

MAN	SAG	TIN	RIP *
MAP *	BAG *	TAN	RAP

* means remind student to check Balloons-Pigs

Lesson 2
READ THESE WORDS
using the Word Frame

Student Page # 7

cab

bin

mip

pig

am

saf

rim

pin

hif

ban

rat

bap

tag

lip

rab

gap

at

lat

nag

hit

rin

Dictate real words

LAB *

FIG

RAN

SIP *

PAL *

Dictate nonsense words

FAP *

BIM *

GAT

LIS

HIB *

STEPS:**Tutor:**

say word

**Student:**

repeat word



say word SLOWLY



finger spell

finger spell and write
each sound

double check



slowly blend



fast like a word

M: Spell Words with Fingers, then Paper

Say this only once, to explain the task:

- Tutor hands student a piece of paper but not a pencil.



“Now you’re going to spell words on paper. Ready? The first word is LAB.”



“Repeat that word.” Lab



“Say it slowly.” /llll/-/aaaa/-/b/



“On your fingers.”

- Student raises thumb on NON-WRITING hand while saying /l/, raises index finger while saying /a/-Apple, raises middle finger while saying /b/.

- Tutor gives the student a pencil



“Now make just the first sound and write that letter.”

- Student raises thumb, says /l/, writes L

“The next sound is? Keyword? Write that letter.”

- Student raises index finger, says /a/-Apple, writes A

“The last sound is? That’s a tricky one. Check. Now write it down.”

- Student raises middle finger, says /b/, makes Balloons gesture, writes B



“As a last step, double-check what you wrote by blending the sounds together.”



- Student slowly blends using the tip of his pencil while saying /llll/-/aaaa/-/b/



“Now say it fast like a word.” Lab

“Is that the word you wanted?” Yes

“Good. Here’s the next word.”

FOR A REPEAT LESSON, dictate these words:real wordsnonsense words

GAG

RAB *

NIP *

GAM

BIB *

RIN

NIL

MIM

STEPS:**Student:**

read each WHO phrase

read each DID WHAT phrase

make a sentence

read each WHERE phrase

make a sentence

TIP #1:

Teach that the first word in a Where phrase is important. Use a box (or your fist) plus hand signals to teach the meaning of the following words:

In = inside or in the middle

At = somewhere in the area, such as at the store, at home, at camp

TIP #2:

If your student must sound out most of the words, work on his fluency.

To do that, download our free fluency building drills from our tutor support webpage.

Just go to

www.BartonReading.com, and at the bottom of the column, click on **Tutor Support**.

Do the fluency building drills for 5 minutes at the beginning and end of each tutoring session.

N: Read Phrases

“You now can read enough words to read phrases. Phrases are one or more words that tell Who, Did What, or Where. Let me show you what I mean.”

- *Tutor pulls out the Lesson 2: Read These Phrases page. With a blank card, tutor covers up all the phrases except the WHO phrases.*

“Here are 6 phrases. As you can see, a phrase can be just one word, or two words, or three words or sometimes, even four words. But all of these phrases describe who.

“Go ahead and read the first phrase to yourself, and check those tricky letters.”

- *Student reads each WHO phrase out loud.*

“Now let’s look at the next set of phrases.”

- *Tutor lowers blank card to expose the DID WHAT phrases.*

“These phrases tell Did What. Read each phrase to yourself (and check any tricky letters), then read it to me.”

- *Student reads each DID WHAT phrase out loud.*

“A phrase is not a complete sentence. It takes at least two phrases to be a complete sentence. A sentence must have a Who and a Did What phrase.”

“So go ahead and pick a Who and a Did What phrase and make a short sentence. Point to each phrase as you read it.”

- *Student says a short sentence, such as “Pam sat.”*

“Nice. A phrase can also tell where something happened.”

- *Tutor lowers the blank card to expose the WHERE phrases.*

“Read each of these Where phrases to yourself (and check any tricky letters), then read it to me.”

- *Student reads each WHERE phrase out loud.*

“A complete sentence must have a Who and Did What phrase, but it can also have a Where phrase. So go ahead and create a sentence that has 3 phrases – and point to each phrase as you read it.”

- *Student says a short sentence such as “Tim ran at a cab.”*

“Great. Create another one.”

Lesson 2
READ THESE PHRASES

Student Page # 8

Who phrases:

a big cat

a pig

Tim

a rat

a ham

Pat

Did What phrases:

bit a fig

lit a bag

hit Hal

ran

fit

sat

Where phrases:

in a cab

at bat

in a big pan

in a lap

at a cab

in a pit

Lesson 2

Student Page # 9

READ THESE SENTENCES

Then mark the phrases and re-read with phrasing.

- 1. Tim sat.**
- 2. Pat ran.**
- 3. A rat bit a fig.**
- 4. A ham fit in a big pan.**
- 5. A pig ran in a pit.**
- 6. A big cat sat in a lap.**
- 7. Tim lit a bag in a pit.**
- 8. Pat sat in a cab.**
- 9. A big cat ran at a fat rat.**
- 10. A pig ran at Tim.**