

TRANSCRIPT: PROMPTING

How do we support struggling readers to become independent problem solvers?

Prompting for Independence, Katie Babb, Springfield Elementary School

I just think they don't understand at these early levels, they just aren't strategic, they just haven't ever, they don't understand that if I come to something I don't know, there are different strategies, there are different ways I can help myself out. When they look up at you and want you to do all the work, they just don't understand how you have to get in there, put your finger in there and try it. I want them to start thinking about the things you know so you can get in there and try it.

You have to be very clear, this is how you help yourself. Get in there, look for the parts, and I show them up here and then take them back to the book, so they can explicitly see, this is how you help yourself and then also saying, "When you come to this in another book," because we don't want this just to be this is how I'm going to help myself in this one word in this one book, it's got to carry over to the next book. They've got to start to see, Oh, I did this, you've got to make sure that they understand I can help myself. This word works the same way as it did in this other book, finding the parts, or whatever it may be.

S: (reading)

T: What do you see that can help you? Put your finger right under that word and get it started, make that sound.

S: k

T: K. Now what does he have? (points to picture)

S: car

T: Would that make sense?

S: nods

T: Put your finger under it and let's see.

Together: carr

T: Are you right? Does he have a car? Yes, so you are right. See how that looks? Come back to here and put it all together.

S: Here is my car said Jack.

S: (reads – inaudible, looks up at teacher)

T: What are you going to do to help yourself?

S;

T: See if you're right. Put your finger right up under it.

S: c—

T and S: Come

T: Do you think that's what Jack would say? "Here I come." It does, and it looks right. Come back and put it altogether.

S: Here I come

S: (reading) I will – I will get you some ff – add – food - - What is that?

T: OK, what do you see first?

S: r

T: Let's hear it – rr

S: rr

T: (moves pencil through word)

S: rab – rabbit to eat.

T: OK, remember. What do you do?

S: Go back.

T: Go back. Put it all together.

S: I will go

T: I will get

S: get you rabbit to eat

T: (points under "a")

S: a rabbit to eat. said Mrs. Fox.

Using MSV 1, Emily Garrett, Springfield Elementary School

The students have to know that they are using meaning, structure, and visual all throughout their reading. It's got to make sense, it's got to sound right, and it has to look right. So they're cross-checking all kinds of information with the other types of information. So not only do I have to get it started, visually, but I also have to think about my meaning of my story. So you've got to use those systems together to help yourself solve some tricky words or tricky parts.

T: Which one is tricking you?

S: (points)

T: So think about your story. So look at Fat Cat, come back here. Fat –

S: Fat Cat is

T: ddd – think about your story

S: Fat Cat is down in the grass.

T: Are you right? Take your finger and let's check it carefully.

S: downnn.

T: Does that make sense? It makes sense and it looks right. Think about your story. What is he doing? He was sneaking, so think about that.

Billy reading) Look at me – look at me – car said Josh.

T: Are you right?

S: Jock?

T: His name is Jack. (child starts to turn page). But there was something else that didn't make sense on this page. Try this part again.

S: Look at me car

T: Me car? Does that sound right?

S: My car

T: See if you're right now.

S: Look at my car said –

T: Jack

S: Jack.

T: Now doesn't that sound right now? Billy, you've got to listen to yourself. If it doesn't sound right, you've got to go back and try something different. Cause who's he talking to?

S: Billy.

T: So what's he saying?

S: Look at my car said Jack

T: My car.

Using MSV 2, Maryann McBride, Reading Recovery Teacher Leader (Level 13)

S: (reading) "Oh no, she said. My beautiful web is broken! I will have to make it again. I will have to make it to – I will have to – m- ww-ww-ww-or -k – work all night. So she did."

T: And I love love love what you did here. See, you said, "I will have to make it again." And then this sentence starts almost the same. And then you got here, and how did you help yourself?

S: I covered, first I tried to think and I was like "for" at the end –

T: Yep, "for" has that part, you knew that, so you went w-or-k

S: work

T: And then you said, I have to ...

S: work!

T: See, you got it all together, you made it look right, make sense, and it sounded right, didn't it? It sounded like Mrs. Spider's web.

You both sounded – beautiful. Did you sound good?

S: Yes

T: And how about Mrs. Spider, her web?

S: It was beautiful.

Some things we're working on with this group is getting them to be flexible and fluent and being able to integrate. This group, they'll either use meaning and structure and neglect the visual information, or they'll use the visual information and neglect the M and S. So just getting them to integrate all those pieces. And some of them struggle with HF words, which is why I'm still doing that with them in their lessons, trying to get them to be fast and fluent with those high frequency words.

When I first started working with them at beginning of year, they really had very limited strategies. When they got to a tricky part, it was more looking up at me, waiting for me to tell them either what the word was or what to do, whereas now they're trying on their own. They're not just waiting on me to jump in and tell them what to do. Even though I am prompting, they're not sitting and waiting. They're going ahead and trying to work it out. So I have seen a shift, but like I said, it's still not integrated, and it's not as fluent as I would like for it to be, because I think that fluent piece, as far as the visual information, is going to keep them – keep the meaning of the story going for them. Sometimes they spend too much time on the visual and forget what they just read. So those are some things they're working on.

S: (reading)

T: "Flour is made from wet" – Does that make sense? Does that make sense? No, that doesn't make sense. So let's see if you can help yourself. Do you see another part you know?

S: Eat (caption)

T: There you go.

S:

T: What did you say this part was?

S: eat

T: Eat. So let's put it together. You said "eat" so you want to say that when we get there. Let's go. www – eat – www-eat, wheat. Listen, this stuff right here, that's called wheat. That's the stuff they use to make flour – wheat. Keep going.

T: Are you thinking about your story? What are they putting on there?

S: sauce

T: OK, you've got to be thinking about what you're reading, OK. Let's go back- "but –

S: But where does the sauce come from?

T: Yes, look. Do we see them putting sauce on there?

S: Yes

T: Yes, that's one of the ingredients on a pizza. So now we're going to read to see where the sauce comes from. Let's see what the book tells us about where the sauce comes from.

Growth Over Time: What can we learn from a struggling reader's path toward independence?

Prompting CLIP 4: Independence: Growth over Time (October – January), Katie Babb, Springfield Elementary School

He just wasn't using meaning to predict what was going to come next, like in his sentences at all. If it wasn't a word that he knew, he was going to stop and try to sound it out. I think a lot of parents that's all they know to do is to say sound it out. So I've really had to work on - think about what's going to come next, what's happening. How would we say that, that he's using meaning and structure to carry him and not reading word by word. Both T and K will appeal a lot. They'll give it a go and then just look up and so they won't need to affirm whether or not they're right or wrong. So I've had to do a lot of, "Does it look right. Does it sound right? Do you hear the sounds you're saying?" And then just get them to move on because they've got to get to where you are the reader not me. And I can't confirm for them, they have to do that themselves. Looking back I've noticed a lot of times, there are a lot of appeals in my running records and in my notes. So that's something that I definitely just want to put back on them.

This was back from October and so here this is "Father goes fishing." Father Bear went-- Then he went back to reread "feeling". And then he appealed. Like I know he- I think he knows that's not right but he doesn't know what else to do. But then here I said "try it" and then he got it. He ended up self-correcting. But you know he just he wants to know am I right or wrong, versus getting in there and try it. He had to be reminded you got to try it.

In January we did this one. And here he's still appealing. You see there's "eyes off the text" (EOT). He was told here. Now he did go back a lot of times if it's a gross visual discrepancy, if it doesn't match the beginning then he'll stop himself. So here this made sense. Dave can hang upside down. He went back because he knew these two these were known words and fixed those up. Here, I like this but he still appealed and I had to say "you try it." And then he gave it a try. This is Dave can jump over the gate. So we just sat. He appealed and after I said you try it – g- gate. And he got it. So he's just constantly being reminded you've got to get in there and try it.

He fixed this. Dave can't hold a - he said ball. But then he changed it to bat. But then even still after he self-corrected that, he's still appeals. He just doesn't want to go on if he's not - I think he just wants to be right and wants to know that he's right before he ever even moves on.

A lot of times we say "are you right?" But then I think that might not be a good prompt for him. But more, Does it make sense? Does it sound right? Then move on, rather than him just trying to get everything right. I've tried to think about that working with him.

Independence: Growth over Time (January – March), Katie Babb, Springfield Elementary School

This was his last one this was the 10 and he did *John and His Drum*. And this was a lot more work you can see they start to really go back and reread. Now here it says "John had a drum, a great big drum, and he said a gr-eet, but he stopped. I wish he would have gone back to reread there. But he didn't. But I've really been trying to work on this group, you've got to reread and think about your story. I mean I taught that and taught that and taught that and taught that. But you can see he's starting to go back in and do more work than just sitting there waiting to be told. But still he still has a lot of tolds on this on this running record.

Here he did some good work. Like here he said the nn-ext and then he went back and he put it back in his story. So there are there is some evidence that he's starting to know how to help himself here. I really like the work he did here. Now with the word began - he said - buh-eg, beg-an, beg. He tried that several times but he didn't see the part "be". But he reread, so I'm just proud that he's doing this work to try to help himself. "They began to bark" - buh-arrk, bark. So that was good.

He was pretty confident with *The Hungry Giant* today. He didn't appeal. He was pretty confident with that as well. So just really continue in that language of putting it back on him and helping him to know how to decide if he's right or if he needs to go back and work a little more.

S: (reading) So the people ran and ran and got the giant some food – bread.

Get me some honey, roared the giant. Get me some honey!

I've seen progress with him and we just have to continue to build his confidence. He can't be scared to try. It's OK if you get it wrong and that's something that I need to reiterate to them often, give it a go and if it makes sense, does it look right? Because we don't want them to think that reading is - you've got to get every word right, because that's not how we read as adults. And as a teacher just make sure that you don't fix up every little thing that I do and don't stop on every little every little mistake they make. You've got to choose the ones that you think are the most powerful. Stop them there and then just let them go on. Something I always have to question myself and make sure that I'm not trying to teach the whole book. But you stay - think about the focus that I have and stick with that. You're just going to have to let some things go and in the classroom that's so important. Sometimes we get so hung up on the accuracy versus the work that they're doing.

HOW DO WE USE PRAISE TO STRENGTHEN OUR STRUGGLING READERS?

Using Students' Strengths, Maryann McBride, Reading Recovery Teacher Leader

When I work with teachers, I try to get them to do three things when they're working with children who are struggling. One is pause. If you wait just a little longer and are a little more patient, a lot of times children will go back and do something again. The next thing is praise. Before I want to tell them what they haven't done right, I want to praise them for what they have done if I can get them to do it someplace else. So before I prompt or show you, I'm going to praise you. Kids will go along with you if you do that. If I have the chance and what they've done right is in the direction that I want them to go, I'm going there and I'm going to start with that. This is what you've done.

I think sometimes teachers focus on where they don't do things, and it's always helpful if you go in with where they do things correctly, and say, do this again.

S: (reading) Where are you going, Aja Rose? I'm going to fly a airplane. Where are you going, Aja Rose?

S: (reading) And – and – I – ii – d –

T: I'd.

S: I'd love you all to come with me.

T: You know what, I heard you doing this. I heard you go "I-d" That's exactly what you do. You did the right thing. Now remember, slide your finger, say it –

T&S: I'd

T: Very clever. You were looking carefully, weren't you? You were. Now I want you to look real carefully on this page and don't get tricked.

Praising Attempts 1, Maryann McBride, Reading Recovery Teacher Leader

And then the third thing is the prompting. Really by prompt you mean call them to do something or show them how to do something. But if you embed it in that, the pausing and waiting for them to do it, and then the praising, I think they go along with you better. Nothing is worse than, “You’re wrong. You’ve made an error on this page.” If you find the error – I had to go several times to get C__ to find his error, but eventually he was the one who found it. And then I praised him. Then I have a reason that’s really a legitimate reason, it’s not just “You did a good job.” I mean, you might as well be saying, “Good dog.” It’s the same kind of thing. You can’t keep doing that. Kids have to know this is what you want them to do, this will help you. It’s not about helping me, it’s not about reading for me, it’s about helping yourself.

S: (reading) I am not stop – stopping. Bumps are fun. (turns page) Sss

T: Say a little more and think about your story. (waits. Teacher puts pencil in) Think about your story and say a little more.

S: Sss

T: ssstt

S: Sss

T: Keep going

S: ssstt –

T: What’s going to happen?

S: Stop

T: Oh! Are you right?

S: yes.

T: Good for you.

S: The bumps are too big.

Oh, no. Look at Baby Panda. (turns page)

Mommy, Mom Panda is look for Baby Panda. Mother Panda is look in the trees.

T: OK, come back here, you were almost there, you found a part you knew, very smart. Now, eyes down, eyes down, you have to keep looking all the way through. Look – say the next part – what did we say it was going to be – look-ing. Put your finger in and read the parts. Look-ing

S: Look-ing.

T: Now go back and put that in your story. You’ve got to be looking.

S: Momma Panda is looking in the trees.

T: Yes, she’s looking, that makes sense.

I feel like he did some really good work in this book. (shows notes). He said Mommy for Mom, but right now I’m not really worried about that, they all make sense, they all start the same. That’s something that we’ll definitely address later on, but today I chose to let that one go.

He said look for looking so that was a part where I went back and showed him the parts there, almost – it does make sense and it does look right, but we took a closer look, and you're right, this first part says look, go a little farther, this next part says ing, put it together so then you can go back and put that in his story.

Praising Attempts 2 – Maryann McBride, Reading Recovery Teacher Leader (Level 13)

I think one of the keys to getting children to keep, to build the tenacity and to build the stamina that they need is basically based on praising attempts. And so early on the program A__ would really kind of get lost in the print. And one of the reasons she'd get lost is she's frustrated. So you've got to look at and find the strengths that these children and use those strengths. She's got this great oral language. I don't want her to abandon that oral language. So even though her prediction might be wrong because she didn't use some visual information, she made an attempt. And I praised the attempt and I showed her what part of the attempt was correct. And then I think it's an "and." I think some people put in "but" instead of "and." Now you've got to do this. So if you say but you didn't do this, it's like it shuts them down. If you say and -- it's like you've done this and I just want you to add this little piece. And so I kind of approach it from that point of view. And now here's the part I'm going to help you with.

That's how I've gotten A__ to - because she's the kind of kid that has to make sometimes multiple attempts to get something straight because she's so ruled by meaning. Thank goodness. I mean she wants the story to say something. But initially she wanted the story to say what she wanted it to say and not what the author wanted it to say. And we had lots of discussions about that. I told her one day I was going to start calling her Amy instead of A__ and she said that's not my name. I said well then the words must feel like that too sometimes because that's close enough. It starts with an A, and she's like no that's not it. I said no it's not. You've got to work at these things and you've got to praise their attempts.

S: (reading) No, Rosie, said Dad, that bath is for elephants!

T: Are you right?

S: Yes

T: Did you check?

S: Yes

T: Did you check?

S: Yes, I went back in my brain.

T: You went back in your brain. Now I think you'd better go back with your eyes.

S: OK. No Rosie, said Dad. That bath is for the elephants. Yes?

T: Ok

S: (reading) She k – she looked at the lion. It – it it ww – aak – walked up and down, up and down.

Look at – looked at us, looked at us.

T: (covers the ing and slides)

S: looking at us.

T: Good for you. See, you knew you weren't quite right so you kept trying. That's what you do – go back and try again.

Building Confidence, Maryann McBride, Reading Recovery Teacher Leader

It is a complex task in reading. It's a very complex task and the more complex the task is, the more praise a beginner or a novice needs in order to take it on. So it's important that you learn to recognize and in children's attempts, you see partial correctness and that's what you go after first and then instead of "but" you add "and". Then what you get in the end is a child who's willing to work and will keep working at it because they want to please you. You have to take advantage of that. They want to be a good reader.

If you were to ask me what's alike about these children, who are at different places and have different needs, the thing that is alike about them is that they're all feeling like they're readers and writers, and they all feel like they can do some things, that they're not defeated.

S: (reading) Mrs. Spider was huh – hun – hungry. I'm going to make a web. I'm going to make a beautiful web, she said. I want to k – catch a fly.

S: (reading) Then, shh – she – Then, then Mrs. Spider went around and around and around. inside the web. She went around and around and around. Whew. That's a lot of arounds.

T: Yea, it was a lot of arounds.

S: (reading) My web is beautiful! Said Mrs. Spider. And it was very – and it is very – s-s-ticky – sticky! Now I can catch a fly. I can see her, hiding behind the leaf.

How do we provide the appropriate amount of help to a struggling reader?

Levels of Support 1, Maryann McBride, Reading Recovery Teacher Leader

I kind of start out with the least amount of support that I can give you because I want you to find and figure this out. Then if that doesn't work I'm going to give you a little bit more support. And I'm going to do everything I can not to have to point out the error, but to show you how you're going to figure this out yourself.

S: (reading) I – I'm going to fly a airplane.

T: Something doesn't look quite right. Check it again. Start again.

S: I'm going to ffflly a airplane.

T: You know what, I liked how you checked "fly," you went fff – cause you saw the f and the l. You have to check somewhere else. Try again. Something doesn't look quite right. It makes sense, but it doesn't look right.

S: I'm g

T: going, you're OK

S: going to fly a – airplane.

T: See, the picture tells you airplane, but look right here. (points to the p in plane). What do you see?

S: pp

T: So it's a –

S: plane

T: Ohhh!!! See, see how you see the letters? Pplane. You could call it an airplane, but in the story the word says –

S: plane.

T: Now you check it with your fingers and see if it looks right.

T&S: pplane.

T: All the way, slowly.

S: pplane.

T: See. They tried to trick you.

It's about showing them how to, it's not about getting the word "plane" right. It's about learning how to access the visual information in print and the most important visual information in the print and the way we get started in the visual information in print is the first letter. It's where you start. It's not where you stop, it's where you start. A couple of times he got some first letters started. And I said to him say a little bit more hoping that that would kick in because what I'd like to do is get him to begin to integrate the systems where if you get started with visual information he then thinks oh wait that'll eliminate all these other possibilities. Yeah I was thinking it was an airplane. It could be a helicopter but I see "p" it must be a plane and then you saw I wasn't satisfied. I made him check, "pplane" so that he sees it's not just plane because it's p. It's plane because it looks right all the way across that, again reinforcing that left right movement across these letters and words.

And I think initially you have to kind of work together with them to show them how to solve it.

T: I think you'll figure out – *The Fox Who Foxed*
S: Why did you get a bunny?
T: ah, we'll see
S: (reads) Her –
T: This is Mr. and Mrs. Fox. That's what it looks like.
T&S: Mr. and Mrs. Fox
S: Mrs.
T: Mrs., yea like in what? You saw that before –
S: I know, I know, I know
T: See – (shows Mrs. Spider cover) Mrs. Alright, start again.
S: Mr. and Mrs. Fox --

A lot of times I think teachers think that teaching is correcting errors. Teaching is not correcting errors. There were things that A__ did in *The Fox who Foxed* that I could have jumped all over her. But I let some of them go because, one, I know tomorrow she'll probably straighten them out. And two, I want to leave opportunities for me to be able to teach. So I don't correct everything. If you if you correct everything, it's like you weigh these children down. So you pick and choose.

Sometimes I won't come back to something because I'm going to leave it because tomorrow I want to see what he does with it. For example, today in the new book he got tangled up here with "look no mushrooms." I came in and tried to support him because I knew, first of all, it's the very first page. So sometimes if it doesn't go well on the first page it sets him up to have trouble all the way through the book. And so I came in to try and help him sort that out. But even when tried to sort it out - and "not" is a known word - but all of a sudden it's like unknown to him because in his mind this should say, I didn't find one. So I left it because what I'm hoping tomorrow is that when he reads this, he reads "I did not."

Is he now freed up a little bit more? Because he has read the story and you know today it occurs on the first page. He's still getting into the text. And so it's a little harder because there's a lot of things competing at that time in his brain. But tomorrow his brain's going to be freed up a little bit more.

LEVELS OF SUPPORT 2, Elizabeth Arnold, Hodges Elementary (Level 16)

When kiddos get stuck, especially at this level, I want them to show some independence, and I want them to try things when they're on their own. So instead of saying to her, "Can you break the word?" I might say, "What can you try?" I really want her to internalize what are some things I've learned that will help me on this word. So when you've got a reader who is a little more dependent, that's a good thing to do to shift it back to them. So I'll say, "What can you do?" and she knew just what to do. Often they'll just let you tell them what strategy to use if you let them. So putting it back on her I think gives her a little more independence and it also builds her confidence a bit, because she's thinking, "I can do that in my room, or at home" or anywhere else you're going to be a reader. So I prompted for "What can you try?" I think I also prompted O "Can you hide the ending?" because she was putting bed together at the end of climbed and I wanted her to just grab that ending off, she just needed a little help, she was quite confused about what worked best. But then, "Does that make sense? I wanted her to check it that way. Asking them those things gets them to help themselves.

S: (reading) The mother crocodile ran out of the ferns as fast as she could.

S: (turns page) 5:41 lap -

T: what can you do with that tricky word? What are you going to try?

T: I noticed you were breaking something at the end. What tricked you? Where were you when you put your strip in?

S: (points)

T: I saw you did it with mayfly, but you solved that pretty easily. Oh, was it this one?

S: Yes

T: OK Did you solve it?

S: (inaudible)

T: That didn't make sense, did it? OK, reread, think about your story and I bet you can solve it.

S: (reads – inaudible)

T: I think you have the first part right. You know readers sometimes break endings. Cover your ending up. What root word do we know?

S: Clim

T: Climb. Now what's going to make sense and look right there? Sometimes they – climbed – yep, that makes sense. Keep reading and see if you're right.

S: They climbed out of the water

T: I like how when you got to a word you didn't know, you did take some time. I saw you work on climbed. Make sure that it always makes sense before you move on, OK?

How do we differentiate support to students during reading?

Differentiating Support 1, Elizabeth Arnold, Hodges Elementary School, (Level 16)

We're meeting them where they are, even in a group we're really still individualizing what we do. They might all be reading the same text, but when I chimed in on C, his was really a fluency issue. He wasn't having decoding issues today, so I was able to address that with him, attending to punctuation and then O, we were trying to work on some analogy work, and with R, I was able to individualize with her into breaking words into known parts. So I think without a GR lesson, I'm not sure how you would meet the needs of all your readers.

(boy reading) spiders. In the ferns

T: Good. You know what, I noticed when you got to the end of the line, you stopped. Where's the author want you to stop?

S: (inaudible)

T: So when you get to the end of the line, don't make a stop there, keep going until you get to punctuation so it's not so broken up. Ready, start back with "Sometime" and try it again.

S: "Sometimes they climb out of the water to catch frogs and spiders in the ferns.

T: Very good. That way it doesn't sound so broken up, right. And look what you're going to do here.

S: Every day the mother crocodile stayed near the babies and tried to keep them safe.

T: Good for you.

T: What kind of an insect did you discover this was?

S: A mayfly.

T: Did you ever hear of a mayfly?

S: (nods no)

T: Me either. I never heard of it until I read this book. It looks just like a dragonfly. I wonder if we could figure out the difference between the two.

S: (reading) lap

T: what can you do with that tricky word? What are you going to try?

What's the first thing we do as readers when we're stuck?

S: Break it

T: All right, break it – ready (gives strip) Make those 2 sounds together. Blend them up. – sn –

S: snap

T: Does that make sense? What's going to snap?

S: Her jaws

T: Her jaws. OK, ready, go

S: Snap went her jaw

S: (reading – puts her strip in to break a word)

T: Is there a part you know?

T: What does that part say? This word? (writes on white board: her)

S: Her

T: Her. So use that to help you.

S: (inaudible – gets fern)

T: Did you get it? What did we say ferns were?

S: (inaudible)

T: They're the plants, that's right. So they're using the ferns to help them for a lot of reasons.

Differentiating Support 2, Elizabeth Arnold, Hodges Elementary School (Level 20)

I realized that “knees” was a tricky word for two kids, so I wanted to make sure that I taught them how k and n work together to make that one sound, just for future reference. So that was another note that I made for both N__ and G___. E__ got to chasing and he was fast to get it started, but then he just stopped. And actually he changed it to chasing – I’m going to make that note – He changed it to chasing and I asked him, does that make sense? And he said no, so then we went into that he has to be flexible with his vowels. I asked him what other sound can that make and then he straightened that out and we reread. And then C__ was quick to fix, he said small for smell, and fixed it, because I think immediately he realized that didn’t make sense in the story. And of course, there’s the “knees” again for N__. She was quick – I knew she knew “know” from last year, which blew my mind. She knew that really early on in her Reading Recovery lessons, and I’m like, that’s such a good word to know. It’s a good link in for her. Grayson didn’t know that word.

S: (reading) In the end he got down to his kicks (looks up at teacher)

T: That didn’t make sense, did it. What are you going to try there?

S: Sound it out.

T: OK. So, I want to show you something. Stop for just a second. Is this a word that you know? (writes “know” on whiteboard)

S: Know

T: Know. See, this works the same way as this word.

S: Knee?

T: Look at you! Now reread and see if that makes more sense.

S: In the end, he got down on his knees.

T: Are you right?

S: (nods yes)

T: That makes a lot more sense.

S: (nods yes) You don’t - the k is silent, you say nee

T: It works just like the word that you already know.

S: Know.

T: What are you stuck on?

S: (points)

T: You know what, I was just talking with N__ about the same word. (Writes “know”) on whiteboard. Is that a sight word that you know?

S: no

T: This word is “know.” Like I know something with my mind. This (points to text) works the same way.

S: knows

T: (writes knee on whiteboard)

T: You’re close. So instead of “knows,” what sound will those two letters make?

S: e

T: Try it.

S: nnees.

T: Now reread and see if that makes more sense.

