

Appendix D2

Steps for "Predict & Locate" during a Picture Walk

1. Be sure to read the book chapters or sections yourself BEFORE introducing them to your child. Make sure they are at the correct reading level for your child. Make note of concepts your child might not know and will need introduced or explained.
2. Choose two or three words that you know are part of your child's vocabulary (he/she has heard the words used before or uses the words in his/her own language) but which your child may not read independently. These words might also show up several times in the book, so he/she will really need to know them.
3. *After* talking about the book (so that your child has the full context of the story), go back to the page where you have pre-chosen a word for your child to "predict & locate."
4. Turn to your child and say, "You are going to see a word in this book that you'll be reading a lot." Then say the word aloud. Have your child repeat the word after you. (In this example, the word will be "molecules.")
5. Ask your child, "What *syllable* or *word part* do you hear at the beginning of the word 'molecules'?" Be sure your child says the mol- chunk rather than telling you the letters. Make the mol- chunk together.
6. Ask your child, "What *letters* do you think make that syllable?" Your child might answer, "The letters m-o-l," but keep in mind sometimes there are other answers that could make sense (for example "ph" for the /f/ sound or "c" for the /k/ sound or moll- or maul-). Verify for your child that yes, this word will have the "mol-" letters at the beginning of the word to make the mol- syllable.
7. Ask your child, "What *sound* do you hear at the end of the word 'molecules'?" Be sure your child makes the /s/ sound. Make the /s/ sound together.
8. Ask your child, "What *letter or letters* do you know make the /s/ sound?" Your child might say "the letter s" for the answer. You can point out features of the ending, such as the fact that the letter -s at the end of a word can make it plural.
9. Now, ask your child to guess (or predict) what letters he/she expects to see in the *middle* of the word. See if your child can guess other parts of the word, such as "cu-" in the middle.
10. Use your hands to motion the beginning and ending. For example, you can say, "Since you know there is the 'mol-' chunk at the beginning (use your left hand to indicate the beginning of the word) and the /s/ sound at the end (use your right hand to indicate the end of the word), what letter do you expect to see at the beginning of the word? What letters do you expect to see at the end of the word? What letters do you expect to see in the middle of the word?"
11. Once your child has confirmed that he/she expects to see the correct letters at the beginning, middle, and the end, ask your child to "point to" (locate) the word "molecules" on the page. Watch your child scan the page to see if he/she can locate the word independently with the clues given.



12. Repeat these steps for another "predict & locate" word in the book. Be sure your child thinks about the sound *first* in the steps and names the letters second.