

## Appendix B2

### Steps for "Predict & Locate" during a Picture Walk

1. Be sure to read the book yourself BEFORE introducing it to your child. Make sure it is 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 may not be read independently by your child. These words might also show up several times in the book, so he/she will really need to know them.
3. *After* talking about each of the pictures in 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." Cover the word casually with your hand.
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 "looked" because the book is about how a cat looked for food because the cat is hungry.)
5. Ask your child, what *sound* do you hear at the beginning of the word "looked"? Be sure your child makes the sound /l/ and doesn't tell you the letter "l." Make the /l/ sound together.
6. Ask your child, what *letter* do you know makes the /l/ sound? Your child might answer "the letter l" but keep in mind that sometimes there are other answers that could make sense (for example, "ph" for the /f/ sound or "c" for the /k/ sound). Verify for your child that yes, this word will have the "l" letter at the beginning of the word to make the /l/ sound.
7. Ask your child, what *sound* do you hear at the end of the word "looked"? Be sure your child makes the /t/ sound. Make the /t/ sound together.
8. Ask your child, what *letter or letters* do you know makes the /t/ sound? Your child might say "the letter t" for the answer. Yes, the letter t does make the /t/ sound, but point out that there is an ending to words that also makes the /t/ sound. Does your child know the "-ed" ending that sometimes makes the /d/-sound, the /t/-sound, or the "-ed" sound? Verify for your child that yes, this word will have the "-ed" ending at the end of the word to make the /t/ sound.
9. Now, ask your child to guess (or predict) what letters he/she expects to see at the beginning and ending of the word. Use your hands to motion the beginning and ending. For example, you can say, "Since you know there is the /l/ sound at the beginning (use your left hand to indicate the beginning of the word) and the /t/ 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 letter do you expect to see at the end of the word?"
10. Once your child has confirmed that he/she expects to see the correct letters at the beginning and the end, ask your child to "point to" (locate) the word "looked" on the



page. Watch your child scan the page to see if he/she can locate the word independently with the clues given.

11. 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.