

Appendix D9

Step-by-step Directions for "Match – Point to – Read"

1. Obtain a list of high-frequency words for your child's grade level from his or her classroom teacher or find a generated list online. For some examples, look [here](#).
2. To start, introduce only about five words at a time. If you do not have a list from a teacher or a program you are using, then use the list from the link in step #1, as the words appear in order of highest frequency (as opposed to alphabetical order).
3. Make flash cards (as easy as writing the word in large, bold handwriting on an index card) of the words so that you have two sets. For example, you would have two cards each of the words "the," "and," "a," "to," and "in," etc. Have a whole set prepared for future use, even if you don't use them all right away.
4. Pull out a mixture of words your child already knows and new words. Start with about 6-8 words at first. If your child has difficulty, cut back on the number of cards. If your child is catching on quickly, use about 8-10 words at a time.
5. Lay out all the cards you are using with the words face-up and in no particular order. Remember, there are two sets of each word, so it is set up like a "memory" game.
6. Tell your child you want him/her to MATCH cards that are the same. Let your child scan all the cards that are laid out. Let him/her give you two cards that are a match. Keep track of these cards in a "Match" pile and bundle them together. Your child may or may not be able to match all the cards. Put away the cards your child cannot match for another day.
7. Now, using only one of the cards your child has already matched, lay out all the cards again randomly with the words facing up. Ask your child to POINT TO each word that you say aloud. Do not move the cards as your child points to them. One at a time, say, "Can you point to the word 'the'? Can you point to the word 'and'?" Do this until you've asked your child to point to all the cards that are laid out for this lesson. Notice if your child can do this quickly and without hesitation. Notice if your child is guessing and looking to you for affirmation of a correct answer. Notice which words your child knows confidently. Keep track of the cards your child can "point to" correctly and put them in a new pile to bundle together.
8. Take this new pile of cards and shuffle them in a stack. As you would with traditional flash cards, show your child each card one by one and see if he/she can READ the card smoothly and rapidly. If your child has mastered reading the word, it now goes into the "Read" pile. If your child is still not solid in reading the word fluently, put it back in the "Point to" pile for further practice.
9. Now you have three piles of cards – Match, Point to, and Read. The next day you work with high-frequency words, you can start with the "Read" pile to see if your child can read the words smoothly and rapidly. Adjust the piles as needed when you check your child's progress the following day. Some cards may need to go back into the "Point to" or "Match" pile.



10. One some days, you might do only "Match" and "Point to." On other days, you might do only "Point to" and "Read." Be careful not to introduce too many words at a time. Once your child has mastered a word in "Match," "Point to," and "Read," you can leave the word to make room for new words.