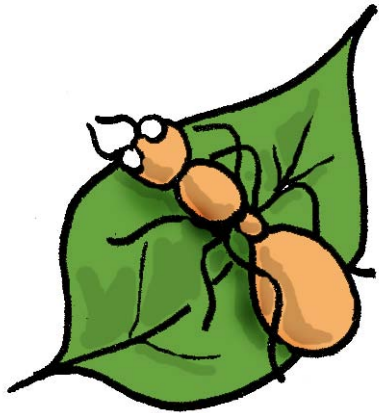


What do I spy with my little eye ?

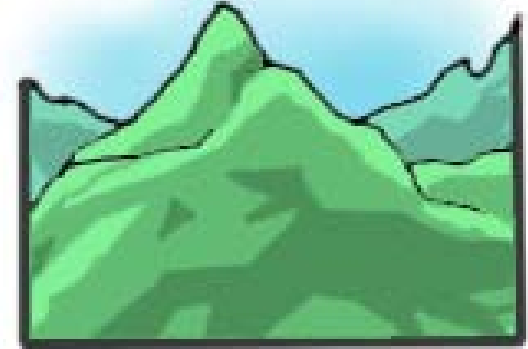


*Say *only* the separate sounds of each picture-word (e.g. “ /a/ /n/ /t/ ”) to develop the ability to ‘hear’, or discern, the word. This is **oral blending** and it is a sub-skill of reading.

*To model **oral segmenting**, a sub-skill of spelling, say the whole picture-word aloud slowly and *then* break it up into its separate component sounds (e.g. “ **ant**, /a/ /n/ /t/ ”).

*To read, or **decode**, the printed words, see the letters from left to right, say the sounds and **blend** them to discover the words. After that, match the printed words with their pictures.

What do I spy with my little eye ?

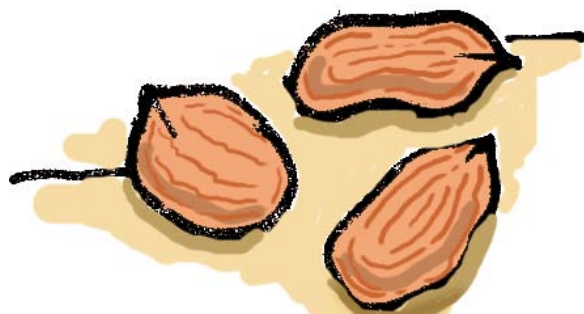


*Say *only* the separate sounds of the picture-word (e.g. “ /f/ /a/ /n/ ”) to develop the ability to ‘hear’, or discern, the word. This is **oral blending** and it is a sub-skill of reading.

*To model **oral segmenting**, a sub-skill of spelling, say the whole picture-word aloud slowly and *then* break it up into its separate component sounds (e.g. “ **fan**, /f/ /a/ /n/ ”).

*To read, or **decode**, the printed words, see the letters from left to right, say the sounds and **blend** them to discover the words. After that, match the printed words with their pictures.

What do I spy with my little eye ?

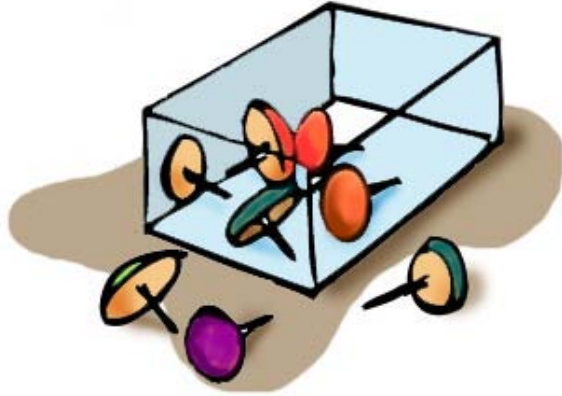


*Say *only* the separate sounds of the picture-word (e.g. “ /m/ /i/ /l/ /k/ ”) to develop the ability to ‘hear’, or discern, the word. This is **oral blending** and it is a sub-skill of reading.

*To model **oral segmenting**, a sub-skill of spelling, say the whole picture-word aloud slowly and *then* break it up into its separate component sounds (e.g. “milk, /m/ /i/ /l/ /k/”).

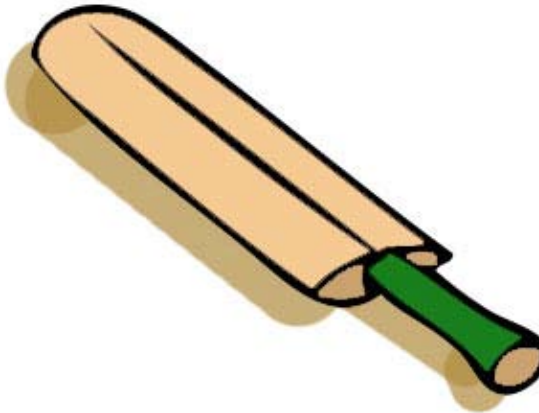
*To read, or **decode**, the printed words, see the letters from left to right, say the sounds and **blend** them to discover the words. After that, match the printed words with their pictures.

What do I spy with my little eye ?



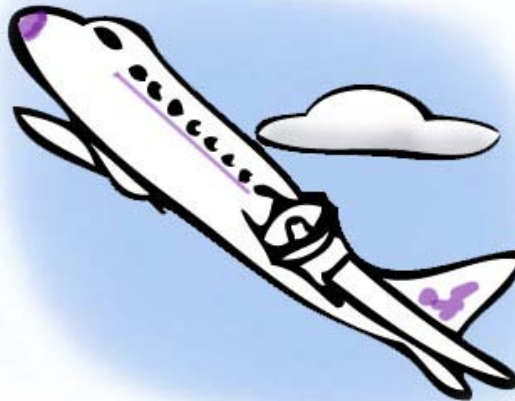
*Say *only* the separate sounds of the picture-word (e.g. “ /p/ /i/ /n/ /s/ ”) to develop the ability to ‘hear’, or discern, the word. This is **oral blending** and it is a sub-skill of reading.
*To model **oral segmenting**, a sub-skill of spelling, say the whole picture-word aloud slowly and *then* break it up into its separate component sounds (e.g. “pins, /p/ /i/ /n/ /s/”).
*To read, or **decode**, the printed words, see the letters from left to right, say the sounds and **blend** them to discover the words. After that, match the printed words with their pictures.

What do I spy with my little eye ?



*Say *only* the separate sounds of the picture-word (e.g. “ /k/ /r/ /a/ /b/ ”) to develop the ability to ‘hear’, or discern, the word. This is **oral blending** and it is a sub-skill of reading.
*To model **oral segmenting**, a sub-skill of spelling, say the whole picture-word aloud slowly and *then* break it up into its separate component sounds (e.g. “**crab**, /k/ /r/ /a/ /b/”).
*To read, or **decode**, the printed words, see the letters from left to right, say the sounds and **blend** them to discover the words. After that, match the printed words with their pictures.

What do I spy with my little eye ?

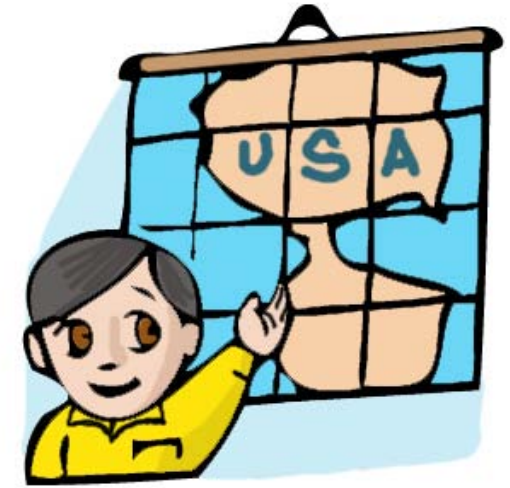


*Say *only* the separate sounds of the picture-word (e.g. “ /g/ /o/ /l/ /f/ ”) to develop the ability to ‘hear’, or discern, the word. This is **oral blending** and it is a sub-skill of reading.

*To model **oral segmenting**, a sub-skill of spelling, say the whole picture-word aloud slowly and *then* break it up into its separate component sounds (e.g. “**golf**, /g/ /o/ /l/ /f/”).

*To read, or **decode**, the printed words, see the letters from left to right, say the sounds and **blend** them to discover the words. After that, match the printed words with their pictures.

What do I spy with my little eye ?



*Say *only* the separate sounds of the picture-word (e.g. “ /l/ /a/ /m/ /p/ ”) to develop the ability to ‘hear’, or discern, the word. This is **oral blending** and it is a sub-skill of reading.
*To model **oral segmenting**, a sub-skill of spelling, say the whole picture-word aloud slowly and *then* break it up into its separate component sounds (e.g. “ **lamp**, /l/ /a/ /m/ /p/ ”).
*To read, or **decode**, the printed words, see the letters from left to right, say the sounds and **blend** them to discover the words. After that, match the printed words with their pictures.

What do I spy with my little eye ?

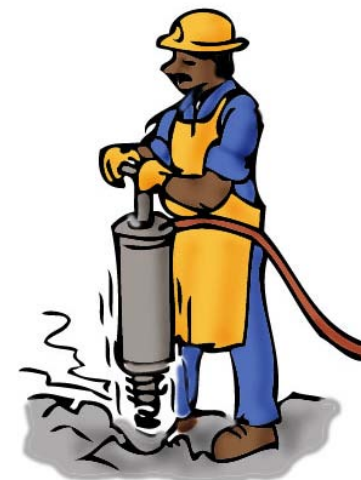
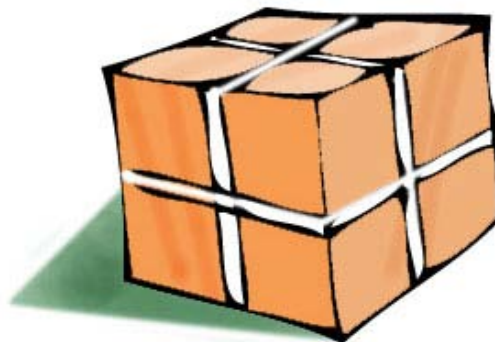
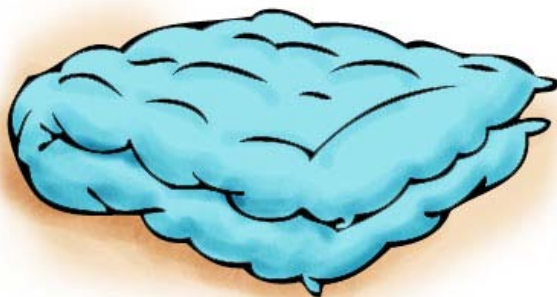


*Say *only* the separate sounds of the picture-word (e.g. “ /y/ /a/ /k/ ”) to develop the ability to ‘hear’, or discern, the word. This is **oral blending** and it is a sub-skill of reading.

*To model **oral segmenting**, a sub-skill of spelling, say the whole picture-word aloud slowly and *then* break it up into its separate component sounds (e.g. “ yak, /y/ /a/ /k/ ”).

*To read, or **decode**, the printed words, see the letters from left to right, say the sounds and **blend** them to discover the words. After that, match the printed words with their pictures.

What do I spy with my little eye ?

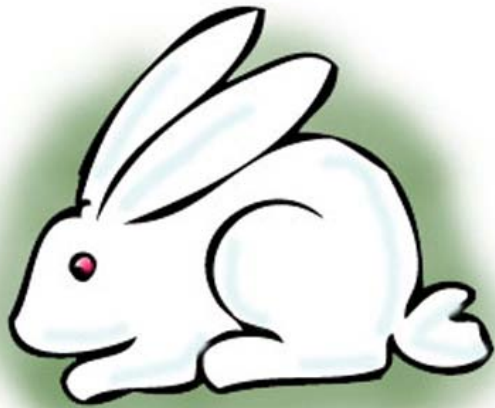


*Say *only* the separate sounds of the picture-word (e.g. “ /kw/ /i/ /l/ /t/ ”) to develop the ability to ‘hear’, or discern, the word. This is **oral blending** and it is a sub-skill of reading.

*To model **oral segmenting**, a sub-skill of spelling, say the whole picture-word aloud slowly and *then* break it up into its separate component sounds (e.g.“ **quilt**, /kw/ /i/ /l/ /t/ ”).

*To read, or **decode**, the printed words, see the letters from left to right, say the sounds and **blend** them to discover the words. After that, match the printed words with their pictures.

What do I spy with my little eye ?



*Say *only* the separate sounds of the picture-word (e.g. " /r/ /a/ /b/ /i/ /t/ ") to develop the ability to 'hear', or discern, the word. This is **oral blending** and it is a sub-skill of reading.
*To model **oral segmenting**, a sub-skill of spelling, say the whole picture-word aloud slowly and *then* break it up into its separate component sounds (e.g. " **rabbit**, /r/ /a/ /b/ /i/ /t/ ").
*To read, or **decode**, the printed words, see the letters from left to right, say the sounds and **blend** them to discover the words. After that, match the printed words with their pictures.