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Pre-A Guided Reading in Early Childhood Literacy Skills

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Abstract

The purpose of this action research project is to show that gains in literacy skills through implementation of guided reading practices at the preschool level, if successful, prove that guided reading instruction is a meaningful and purposeful practice in teaching literacy skills at the early childhood level. The researcher worked with 47 preschool children ages four and five. Participants attended a state-funded preschool program in an elementary school building. An alphabet literacy skills pre-test was given. A writing sample of the participant's names, with no visual reference, was obtained. Throughout the weeks, students participated in lessons and activities that would normally take place in the preschool program, as well as guided reading lessons twice a week. Data was collected through weekly quantitative testing on letter identification and letter sounds, as well as a name-writing sample, with the majority of the literacy post-test (same as pre-test) given at the end of the project. The literacy pre- and post-tests were from the K-5 learning curriculum *Handwriting Without Tears*. The name assessment page was created by the researcher. The letter identification and letter sounds were assessed through the online tool ESGI.

Data collected over eight weeks showed improvement in lowercase letter identification with the use of Pre-A guided reading. Both the guided reading group's performance and the control group's performance on uppercase letter identification were very similar in comparison to each other in their progress. Pre-A guided reading groups showed improved skills in name writing and letter sound knowledge. Overall, Pre-A guided reading groups show success in three of the four focused literacy areas in this research study.

Introduction

Pre-A Guided Reading in Early Childhood Literacy Skills

Guided reading is a well-known instructional approach that has evolved over the years. In the elementary classroom, guided reading affords teachers the opportunity to work with smaller groups of students on text that fits their reading level or ability. Guided reading allows teachers to identify what support is needed in order to help that student advance as a reader. It also permits the teacher to tailor instructional material to a student's level of literacy. Researchers have found that the average rate of student learning increased from 16% to 32% over the course of three years with the use of guided reading techniques (Fountas & Pinnell, 2012). Guided reading in the early childhood classroom often focuses on letter knowledge, and is a very important predictor of students' abilities in spelling and reading (Piasta & Wagner, 2010).

Pre-A guided reading is used in early childhood and is for students who know less than 40 upper and lowercase letters. Pre-A lessons focus on working with names, letter identification, working with sounds, interactive sentences, and are starting to include technology. Students receive a lot of modeling and scaffold questioning to help dig deep into knowledge with hands-on activities in each step.

Traditionally, teachers work on one aspect of literacy at a time for days or up to a week. The problem is that there are several different ways of teaching literacy skills to students at the preschool level. The traditional way of teaching literacy skills includes teaching an alphabet letter for a day or a week, which ties all the teaching instruction to one specific letter for a certain amount of time. A common practice is letter-of-the-week where several activities are carried out that pertain to one specific letter. It would take up to 26 weeks to get through the alphabet (Jones et al., 2013). Research has found that the most effective alphabet knowledge instruction is multi-

componential, meaning that lessons should include learning activities that require letter

recognition, naming, associating the symbol with the sound, writing, discriminating the letter to

be taught from other letters, and categorizing letters into upper- and lowercase, to name a few

(Piasta & Wagner, 2010).

The purpose of this action research project is to show gains in literacy skills through

implementation of guided reading practices at the preschool level, which if successful, prove that

guided reading instruction is a meaningful and purposeful practice in teaching literacy skills to

early childhood level. If the incorporation of name writing, upper and lowercase letter

identification, and letter sounds is effective, then students should gain a more well-rounded

understanding of literacy to begin their reading career. As an educator, the results will help in

building more effective lesson plans earlier in the year as Pre-A guided reading allows for several

components of literacy in one lesson.

By presenting the history of guided reading we will see how this technique has evolved

over the years from a skills-based reading readiness perspective with the emphasis on direct

instruction to a more play-based hands-on approach with emergent literacy perspective (Giles &

Tunks, 2015). Alphabet knowledge and letter formation (writing) play a key role in children's

later ability to read and understand our written language. And finally, technology must be

addressed due to its pervasiveness in today's classroom as an emerging method of instruction.

Literature Review

History of Guided Reading

Guided reading provides structure and purpose for reading and guides the subsequent discussion (Ford & Opitz, 2011). Over the past 80 years (1940 to present), several manuals known as basal readers were dispensed to school systems with guided reading promoted as a key principle in helping students learn to read (Ford & Opitz, 2011). Guided reading relied primarily on teacher-led, whole group instruction and gained great popularity (Giles & Tunks, 2014). Ford & Opitz (2011) challenged the idea that the term *guided* implies a type of instruction that would be less about teachers broadcasting information and more about teachers coaching students.

Guided reading became a major fixture in the reading programs in many schools across the country in the 1980s. Guided reading revolved around teacher-directed, round-robin-style oral reading. This type of reading was followed by literal-level questions, which involved students looking up the answer within the text (Ford & Opitz, 2011). Very little self-thinking was taking place this way. Guided reading once again gained attention in the 1990s as being a way to read *with* students, a method by which teachers could meet student's instructional needs that couldn't be accomplished with a teacher read-aloud or by students silently reading to themselves (Ford & Opitz, 2011). Guided reading began to shift from being an instructional technique used with small groups to a way of defining small-group instruction that was planned and intentional by which the teacher helped students learn more about the reading process (Ford & Opitz, 2011). Fountas and Pinnell (2012) believed that schools should include guided reading as an essential part of the literacy program.

Ford & Opitz (2011) suggested guided reading as a form of instruction whereby the learner

(student) shares the accountability with the teacher. Teachers should still take time to understand the needs of their students. Teachers instinctively know that if young children get off to a good start in literacy they will rarely stumble along the path of academic advancement. Without a strong literacy-based foundation, young learners often struggle throughout their school careers (Reutzel, 2015). Kelli et al. (2011) suggested that one way to ensure that all students are on track for being up-and-coming readers is to provide educators with evaluation tools that allow them to make timely appropriate decisions about a child's response to instruction. Guided reading instruction allows for this type of evaluation with the use of the daily template for each group. (Appendix A)

Alphabet Knowledge

Alphabet knowledge refers to a child's familiarity with letter forms, names, and corresponding sounds, as measured by recognition, production, and writing tasks (Piasta & Wagner, 2010). Alphabet knowledge is a significant learning goal for students to achieve in early childhood and is a key factor in their early literacy development (Piasta, 2014). Knowledge of letter names plays a role in linking print to speech (Greer & Erickson, 2017) for young learners as well.

Alphabet knowledge is the main component of a Pre-A guided reading lesson. Understanding names of letters and understanding their sounds are two separate yet interlocked components of the alphabetic principle (Hall et al., 2014). In turn, many programs target both of the aforementioned skills as they reflect best practices for preschool emergent literacy instruction (Bailet et al., 2011).

Pre-A guided reading includes dissimilar components than that of guided reading for upper grades. These components are comprised of letter name identification, letter sound

identification, sorting of letters, finding letters, and writing letters (Reutzel, 2015). Pre-A guided reading is designed for readers who know fewer than 40 upper- and lowercase letters (Richardson, 2016). With Pre-A guided reading, students are exposed to the letters in many more cycles throughout the weeks and months, giving them a better understanding of the alphabet as a whole. Letters need to be revisited several times throughout the year. With each letter having its unique qualities, students need variation in instructional practice. Variation and differentiation are essential elements of a guided reading lesson at the early childhood level. Students who already have letter exposure benefit, and as Exley & Richard-Bossez (2013) pointed out, students' knowledge develops at different rates. There are several activities that fit under each component of a guided reading lesson that give the teacher the flexibility to add in the variety and differentiation for each student. (Appendix A). Pre-A guided reading allows students access to all letters at a quicker pace, allowing for multiple trips through the alphabet to gain alphabet knowledge.

Teachers that utilize the letter-a-week approach devote their instruction to a variety of activities that begin with or pertain to the single letter that is being spotlighted. Olszewski et al. (2017) stated that attention to individual letters may be helpful in allowing children to associate letters with speech sounds. However, alphabet knowledge is a means and not an end, and devoting so much time to "experience" a single letter takes away instructional time from other meaningful literacy experiences (Jones et al., 2013). Young students are not able to appropriately learn the alphabet letters and use them from a week-long introduction. Learning takes repetition and practice. In the classrooms that practice letter-a-week teaching style, students have exposure to the letters but at a far slower pace, giving them about one cycle through the letters for the year (Jones et al., 2013).

Overall mastery of all alphabet letter names can be better accomplished through implementing guided reading rather than through the traditional instruction of one letter a week (Reutzel, 2015). In a study conducted by Piasta & Wagner (2010) students made a gain in letter knowledge from 0.14 to 0.65 with the use of multicomponent instruction. For students who are already exposed to letters, it is unnecessary to devote so much time to one letter. These students can be given other kinds of literacy activities to advance their literacy skills (Sunde et al., 2019). For students who do not have exposure to letters, it will take 26 weeks to make it through the alphabet, further disadvantaging these students who may be at risk for reading complications (Jones et al., 2013). The longer a learner moves throughout school with reading difficulties, the more the difficulties become engrained and harder to overcome (Nel, 2018).

Letter naming skills have been found to foretell later literacy skills and help children develop letter sound knowledge. A very important first step to reading and writing is gaining "insight that printed words consist of letters that can be mapped to sounds" (Piasta, 2014, p. 203). Some letters have sounds at the beginning of the letter such as the /d/ in D while others have the sound at the end such as /m/ in the letter M. Some children pick up on naming the beginning sound letters while others pick up on naming the end sound letters. Producing sounds for letters also has its difficulties as students tend to know the sounds for consonant letters that are associated with one common sound as opposed to letters that have two sounds such as /k/ and /s/ for the letter C.

Complete mastery of all alphabet letters is a universal prerequisite in order for students to make progress in reading and writing (Reutzel, 2015). Letter knowledge is necessary to "develop the ability to decode written words into speech (reading) and encode speech into written words (spelling)" (Fricke et al., 2016, p.32). In understanding that the alphabet is a system that works

together, children can learn how alphabet letters function in our written language (Harris et al., 2015).

Letter Formation in Guided Reading

Handwriting is a key component in supporting a child's developing understanding of letters and sounds (Diamond & Baroody, 2013) and an important part of guided reading in early childhood. Pavelko et al. (2018) identified name writing as being more advanced than other types of writing skills. Name writing is how children first learn to identify themselves and often the first thing they learn to write within the preschool setting (Molfese et al., 2010). A study by Milburn et al. (2016) stated children's involvement with writing letters is linked with name writing. Stevenson & Just (2012) suggested that to adults, writing a letter of the alphabet seems natural because they have developed motor memory to create the letter, but for children, this task can be challenging and require great attentiveness. Handwriting movements help children identify letters and memorize their form. Writing alphabet letters also helps to focus children's attention on the various features that distinguish one letter from another while learning sounds and letter names (Jones et al., 2013). A huge component of Pre-A guided reading in early childhood is the visual aspect (Lynch, 2010) in which handwriting and finger tracing play a role in putting that visual with the letter. Richardson (2016) believes finger tracing an alphabet book helps children learn the name of each letter, the formation of each letter, and the picture helps to put a link to the letter sound.

Another important aspect of writing at the Pre-A level is interactive writing. In interactive writing the student writes a simple sentence with teacher scaffolding. The sentence is then cut up and the student places the pieces back together to form the sentence. Oftentimes writing is pursued as an unsociable endeavor with children sitting at desks and teachers asking them to

work quietly (McCloskey, 2012). In the younger grades, when given the space to socialize while working on writing at the guided reading table, children begin to support each other in literacy learning with compliments and help in generating ideas. In a study conducted by Peterson et al. (2016) students discover that written symbols have meaning and writing can be a collective process. Invented spelling signifies an important milestone in children's writing development as the inclusion of letters in emergent writings could potentially demonstrate young children's ability to connect the letters with the sounds in creating words to convey meaning (Zhang et al., 2017). In a study conducted by Hofslundsengen et al. (2016), invented writing was found to be a particularly influential way of reinforcing a child's word decoding skills. When handwritten letter transcription becomes fluent, says Reutzel (2015), young students can turn their attention to higher-level cognitive processes.

Technology

Technology is now ubiquitous in the school system. The challenge of technology is taking this relatively new means of teaching and utilizing it to strengthen our existing methods. Classrooms with younger students are set up with tablets and touch-screen computers for use in instruction. The touch-screen option allows younger students to be more independent in their work. Flewitt et al. (2015) suggest that iPads support children and practitioners in experiencing enjoyable and flexible learning opportunities that enrich literacy learning. Students are very intrigued with technology; therefore, students are more eager for iPad time. In a study conducted by Amorim et al. (2020), students were found to be highly engaged with technology games, which may have been a leading factor in students increasing their desire to learn to read and write. Another study conducted by Papadakis et al. (2017) showed a 2.5% higher score for students working on iPads. In order to make the iPad a learning tool in the classroom and to

enhance and support identified learning goals (Northrop & Killeen, 2013), clear learning expectations must be evident within the planning. Student work must be at his or her independent or instructional level for technology to be effective in learning. Just because a student is tech savvy doesn't mean they understand the content or literacy of the app. When used correctly for each student, technology is a helpful tool in extending guided reading lessons and allowing children to work independently.

Students have a lot of exposure to various forms of technology prior to kindergarten. Today's young children should have a range of digital skills incorporated into their instruction (Maureen et al., 2018). If innovative uses of new technologies continue to remain absent from the school curriculum, then teachers risk failing to ignite the passion in this generation's learning potential (Flewitt et al., 2015).

Whether through technology or traditional means, Pre-A guided reading groups help set the stage for all later literacy progress. Success in school is largely dependent upon the developmental skills in writing and reading gained during the early childhood years (Maureen et al., 2018). When the groundwork of literacy is secured early, students are placed on a secure path leading to academic success later in school. Letter learning (capital and lowercase), letter sounds, and letter formation are a huge part of early childhood, but relatively little is known about the impact of early instruction on the development of alphabet knowledge (Piasta & Wagner, 2010). Pre-A guided reading sets students up for success by allowing students to be exposed to the letters several times throughout the year. Using diverse instructional means through a Pre-A guided reading lesson along with hands-on activities allows children to build their alphabet knowledge skills in a timely manner, allowing more time for other literacy skills to take place.

Methods

Participants

This action research project was conducted in an integrated preschool classroom in a state funded four-year old preschool program in Iowa. The program was half-day with two sessions four days a week. The morning session (group 1) was comprised of 22 four- and five-year-old students. Thirteen students were females which is 59% of the class and nine students were males which, is 41% of the class. When looking at demographics, all 22 students were Caucasian and English speaking. One student of the 22 was on an Individualized Education Plan (IEP) and 21 were considered typically developing students.

The afternoon session (group 2) contained 25 four- and five-year-old students. Ten were females which is 40% of the class and fifteen were males which is 60% of the class. When looking at demographics, one student was of mixed descent and twenty-four students were Caucasian. All 25 students were English speaking. Both groups were taught by the same certified Early Childhood Special Education teacher and one certified para-educator. This classroom followed the Iowa Quality Preschool Program Standards.

Data Collection

Quantitative data was collected throughout this action research study. Students completed a sign-in page daily throughout the year and samples were taken every Friday of their progress throughout this action research project (Appendix A). The Get Set for School assessment is part of the Handwriting Without Tears curriculum, which is already in use by the preschool (Appendix B). This assessment tests a broad range of ability in what the student knows and can do. When given throughout the year, the assessment checks the progress students have made as they build important foundational skills. There is an assessment for math and numbers, language

and literacy, and readiness and writing. The language and literacy portion of this assessment was used and tested students' skills in the following areas: letter identification (capital letters and lowercase letters), describing and comparing, rhyming, identifying objects with prior knowledge, segmenting words, and blending words and sounds (Appendix B). The Get Set for School assessment was done the first month prior to the action research beginning. The same Get Set for School assessment was used at the end of the research period.

The online assessment program known as ESGI was also used in assessing the capital and lowercase alphabet letters. This system is a quick and easy way to assess letters with the click of a 'yes' or 'no' button on the screen. When completed with a student, the results are available in a pie chart with percentages correct or the teacher can view the results to see exactly which letters were named correctly and which need to be worked on for each student.

Procedures

During the first month of school, the teacher assessed the students' current level of knowledge on literacy skills. This was done using the Get Set for School assessment that coincides with the curriculum Handwriting Without Tears. Students worked with the teacher one-on-one to complete the assessment during class time in a quiet area. Once the assessments were complete, the students in group 2 engaged in Pre-A guided reading lessons twice a week. The guided reading lessons progressed and changed daily based on the needs of the students. This method of instruction was used for eight weeks before assessing again using the same Get Set for School assessment. The students in group 1 continued with regular alphabet activities such as crafts and activities that went with the Handwriting Without Tears curriculum. The name writing was completed daily and the assessment sample was collected at the end of each week for both groups. This allowed the teacher to make changes in writing instruments or add in

intervention time if needed.

Findings

Data Analysis

As the research was gathered, it was clear to see that students were making progress in their alphabet naming skills as well as their name writing abilities. Students completed the Get Set for School Assessment one-on-one with the teacher at the beginning of the year and produced a name writing sample every Friday. Students were involved in several alphabet activities and songs with visuals and Pre-A guided reading lessons over an eight-week period. Upon completion of the action research, the teacher was able to see if conducting Pre-A guided reading lessons twice a week had an impact of alphabet skills gained versus the traditional teaching of the alphabet.

Name writing was conducted on a daily basis with a sign-in page. Individual practice was completed as necessary on an individual basis with the Pre-A guided reading lessons. Figure 1.1 and Figure 1.2 show data from the pre-test that was completed prior to instruction and the post-test that was completed after eight weeks of instruction. The data shows a significant growth in those students who were behind at the beginning of the year. Students who struggled started off with tracing their names. By the time the final name writing piece was conducted, all students in both groups were writing their names without tracing and only used their name tags for reference.
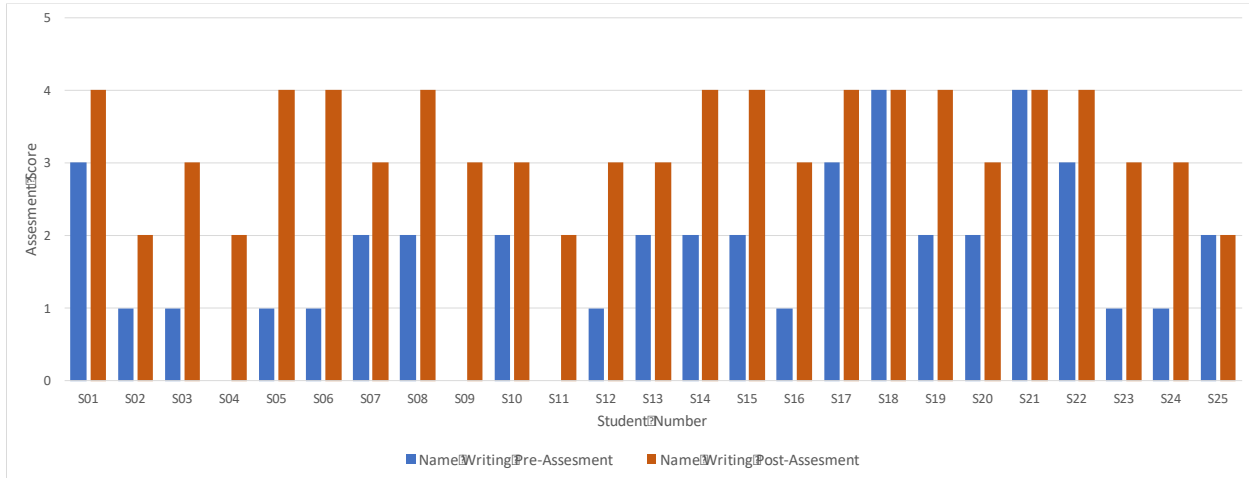
Figure 1.1
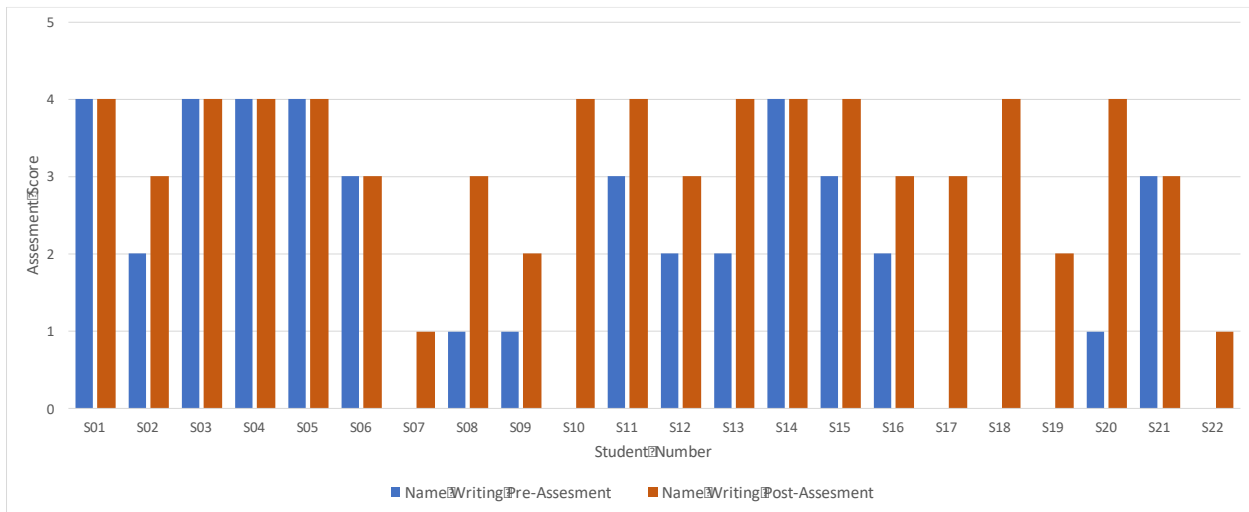*Name Writing Assessment (Pre-Test and Post-Test), Control Group*

Figure 1.2
Name Writing Assessment (Pre-Test and Post-Test), Guided Reading Group

Alphabet letters, both capital and lowercase, were assessed prior to any instruction then again after instruction was complete (eight weeks). Both groups were engaged in an alphabet song daily with visuals on a screen, as well as other related activities. The guided reading group received additional instruction through activities in the Pre-A guided reading lessons.

Figures 2.1 and 2.2 show uppercase alphabet knowledge. All 25 students (100%) in the control group made progress. Of the 22 students in the guided reading group, 3 (14%) did not make progress in capital letters while 86% made some sort of gain. Student 01 scored 26/26 on the pre-test and post-test; therefore, no gains were able to be made.
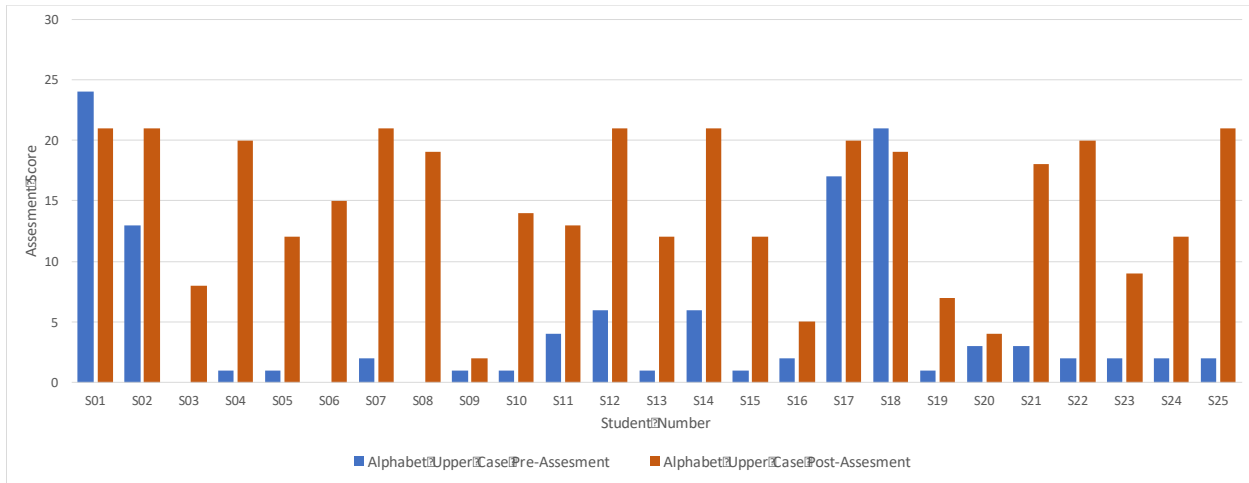

Figure 2.1
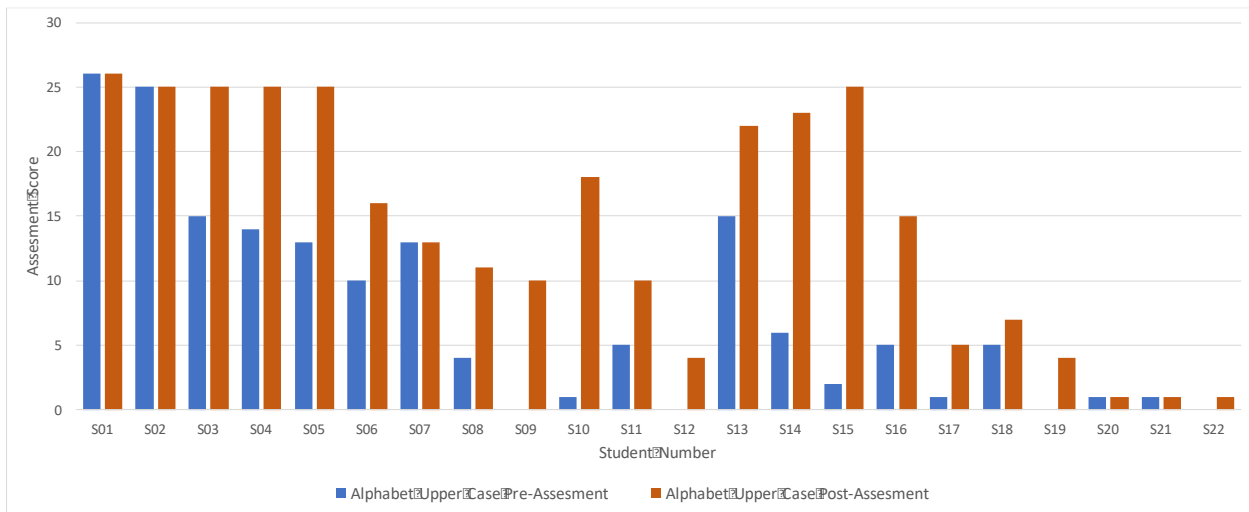*Uppercase Alphabet Assessment (Pre-Test and Post-Test), Control Group*

Figure 2.2
Uppercase Alphabet Assessment (Pre-Test and Post-Test), Guided Reading Group
Note: Student 07 is nonverbal and was assessed using magnetic letters in a multiple-choice assessment.

Figures 3.1 and 3.2 show lowercase alphabet knowledge. Of the 25 students in the control group, 18% made no progress while 82% made some sort of progress. Of the 22 students in the guided reading group, 5% made no progress while 95% made progress of some sort. Student 01 scored 26/26 on the pre-test and post-test therefore no gains were available to be made.
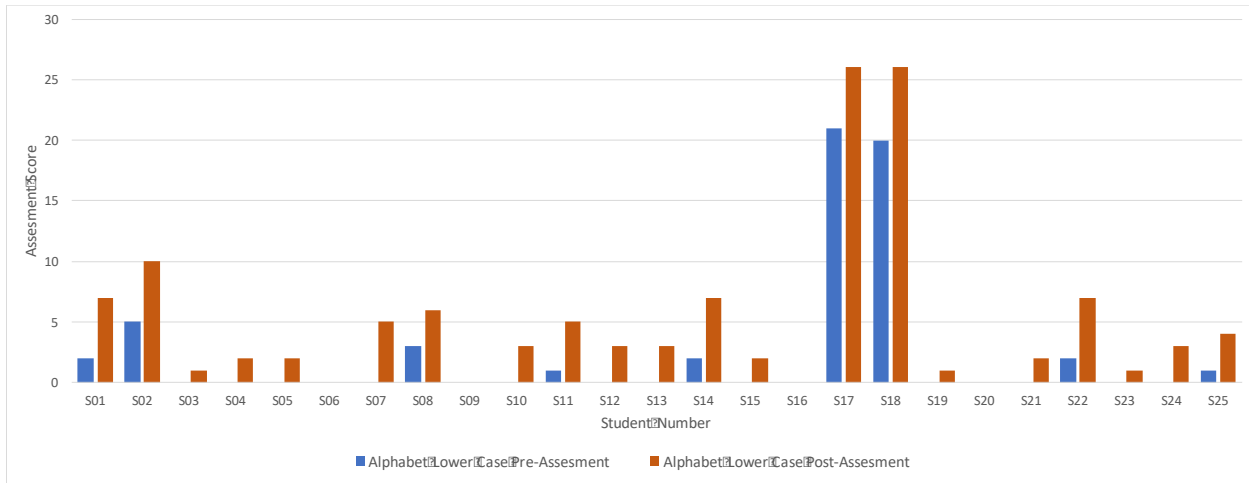

Figure 3.1
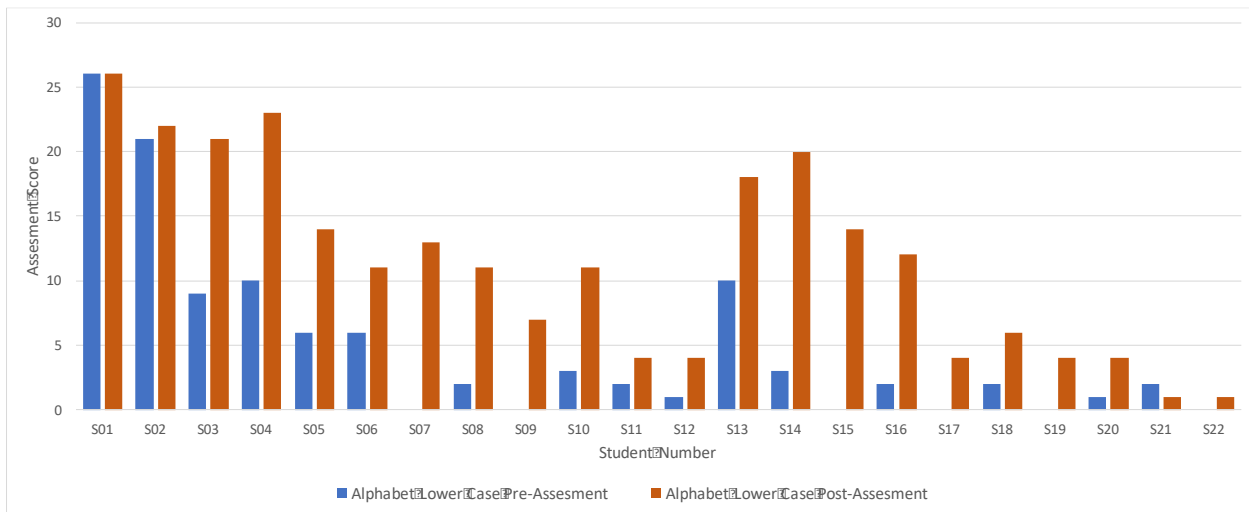*Lowercase Alphabet Assessment (Pre-Test and Post-Test), Control Group*

Figure 3.2
Lowercase Alphabet Assessment (Pre-Test and Post-Test), Guided Reading Group
Note: Student 07 is nonverbal and was assessed using magnetic letters in a multiple-choice assessment.

Alphabet sound knowledge is shown in Figures 4.1 and 4.2. Fewer students progressed in this area. However, eight students in the control group (32%) made progress with gaining knowledge of some alphabet sounds. In the guided reading group, 12 students (54%) made progress while 10 students (46%) made no progress.
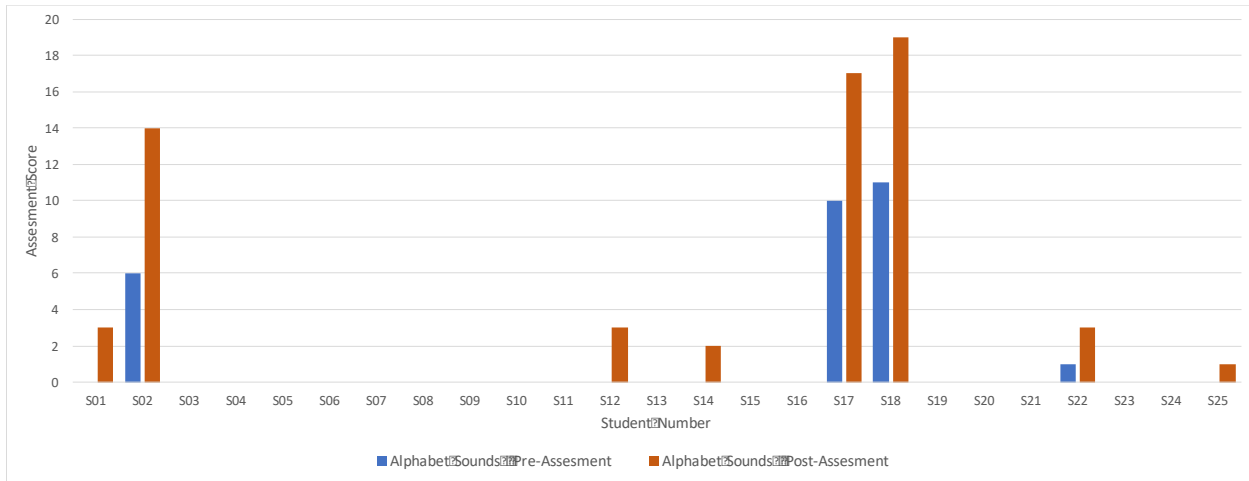

Figure 4.1
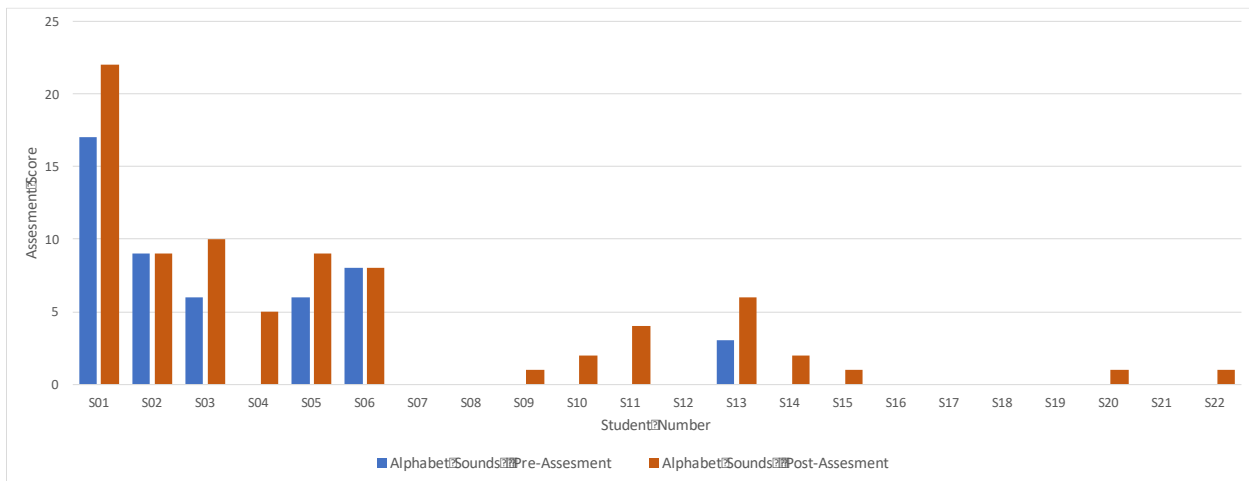*Alphabet Sound Assessment (Pre-Test and Post-Test), Control Group*

Figure 4.2
Alphabet Sound Assessment (Pre-Test and Post-Test), Guided Reading Group
Note: Student 07 is nonverbal and was not assessed in this assessment.

Discussion

Summary of Major Findings

When comparing the data of both groups, the progress was fairly equal in name writing and naming capital letter knowledge. The guided reading group (group 1) made significantly more progress in the areas of lowercase letter identification and letter sounds. In the guided reading lessons, the lowercase letter is introduced along with the capital letter. The sound of the letter is also included within the lesson format and called upon often throughout the lesson. This integrated lesson plan of capital letter, lowercase letter, and letter sound gave students an advantage on overall alphabet knowledge compared to students taught using letter-of-the-week.

Limitations of the Study

Due to time constraints, this study was conducted for only eight weeks. Future research should allow ample time to measure students' progress. The para-educator changed as the main para-educator was away on family business for an extended period of time as well as filling in around the school on several occasions. Although sub associates were present, it was never the same person. Having so many new people in and out of the classroom caused a disruption in the flow of the schedule as the teacher kept having to explain routines. Additionally, the morning session classroom had a new student join the last week of the study. The afternoon session classroom had a student leave within a week of starting the study.

The COVID-19 pandemic also affected the instruction and assessment portion of this action research project. Thankfully, no students were diagnosed with the virus; however, several needed to quarantine for the recommended two weeks. These extended absences caused valuable instruction time to be missed and assessment pieces had to be moved around.

Further Study

In the event of future research, it would be beneficial for the researcher to have more time for instruction between the pre- and post- assessments. Smaller class sizes would also be advantageous as more time would be allowed within the instruction time to spend with groups working on the lesson. Guidelines and regulations due to COVID-19 were a huge disruption because it limited the number of children within a certain space at a given time at the teacher table.

Conclusion

In this study, the researcher examined the effectiveness of Pre-A guided reading small-group instruction versus traditional letter-learning activities. The findings gathered from this study showed that the traditional way used by the practitioner of practicing name writing daily proved to be effective in both groups. Both methods proved equally successful when dealing with uppercase letters. However, students made significantly more progress with lowercase letters and sounds in the guided reading group (group 1) than did the control group (group 2). The control group (group 2) used traditional methods of teaching alphabet knowledge that did not include lowercase letters or letter sounds. With the absence of lowercase letters and letter sounds, group 2 was without critical information that will be needed in the following year of education. Using guided reading, the instruction includes the introduction and work with lowercase letters as well as the letter sounds. Guided reading groups offer students the benefit of establishing the basic fundamental skills necessary for proficient reading in the years to come.

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Appendix A

Pre-A Lesson Plan (< 40 letters)

Students:	Date:
COMPONENTS AND ACTIVITIES	**OBSERVATIONS/NOTES**

Working With Names *(2–3 minutes)*
Choose one. Omit once child can write first name without a model (using correct letter formation).

☐ Name puzzle
☐ Magnetic letters
☐ Rainbow writing

Working With Letters *(2–3 minutes)*
Choose one per day. Activities 5, 6, and 7 are for children who know at least 30 letters.

☐ 1. Match the letters in the bag
☐ 2. Match letters to an ABC chart
☐ 3. Name letters left to right
☐ 4. Find the letter on an ABC chart
☐ 5. Name a word that begins with that letter
☐ 6. Find the letter that makes that sound
☐ 7. Name the letter that begins that word

Working With Sounds *(2–3 minutes)* Choose one per day.

☐ Clapping syllables	1	2	3
☐ Hearing rhymes			
☐ Sorting pictures			

Working With Books *(5 minutes)* Shared reading with Level A book; teach print concepts.

Title:

Choose one or two:
☐ One-to-one matching
☐ Concept of a word
☐ Identify first/last word
☐ Concept of a letter
☐ Identify first/last letter
☐ Identify period
☐ Locate upper/lowercase letters

Interactive Writing and Cut-Up Sentence *(5 minutes)*

Dictated sentence:

Letter formation:

Letters and Names Next Steps:	Sounds Next Steps:	Books Next Steps:	Writing Next Steps:

Appendix B

Sign In

POCKET OF PRESCHOOL

Appendix C

Get Set for School®

Language & Literacy: 1:1 Assessment Record

Name _____ DOB _____ Date _____
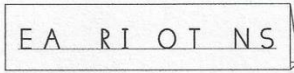
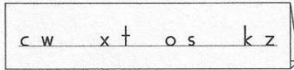| E A   R I   O T   N S |

1. Name Capitals
EA RI OT NS   LUC DMP HGK   YFW BQV XJZ

Notes _____
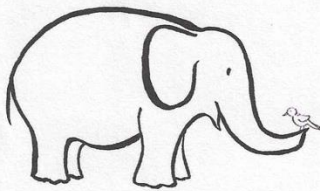
| c w   x t   o s   k z |

2. Name Lowercase Letters
cw xt os kz   uba yhg vjr   mde ipn fql

Notes _____

3. Describe and Compare

Elephant is big, bird _____   uses trunk, bird_____
trunk is long, bird's beak_____   has 4 legs, bird _____
is heavy, bird_____   can walk, bird_____
trumpet sound, bird _____

Notes _____

4. Nursery Rhymes & Rhyming

Repeat ❏ One, two, tie my shoe ❏ Jack and Jill ❏ Humpty Dumpty
Rhyme or not ❏ bear/ dog ❏ bear/chair ❏ chair/cat ❏ chair/bear
Rhyme find ❏ hat   ❏ frog   ❏ log   ❏ hair   ❏ mat

Notes _____

5. Words

What is this? ❏ car   ❏ banana   ❏ backpack   ❏ jacket

Which one do people drive?
Which one is used for carrying things?_____

Which one can people eat? _____
What foods do you eat? _____

Which one do people wear? _____
What clothes do you wear? _____

6. Word Parts

Compound words ❏ hot + dog   ❏ back + pack   ❏ cup + cake
Syllables   ❏ ap + ple   ❏ car + toon   ❏ jack + et
Onset – Rime   ❏ /s/ + it   ❏ /r/ + un   ❏ /k/ + ar

Notes _____