

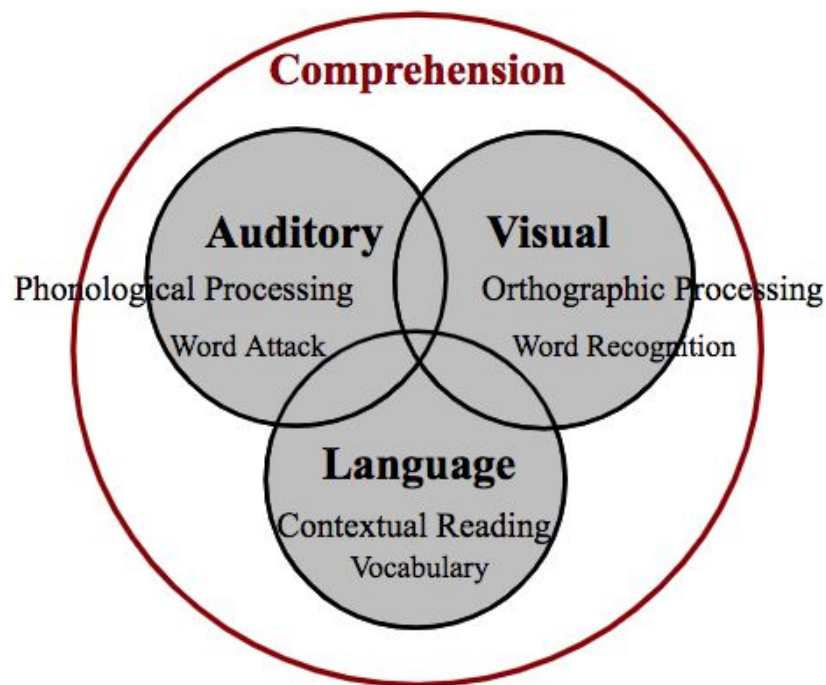
**Lindamood-Bell**

# TIPS FOR HOME

Imagery-Language Foundation  
for  
Reading and Spelling

# The Reading Circles

Sensory-cognitive functions underlie these necessary **COMPONENT PARTS** of reading.



## Use language to stimulate symbol imagery.

Your language will bring imagery to consciousness. The language “What is the last letter you see...” is better than “What is the last letter?” “What letters do you picture for the word ‘tough’” is better than “Spell the word ‘tough’.”

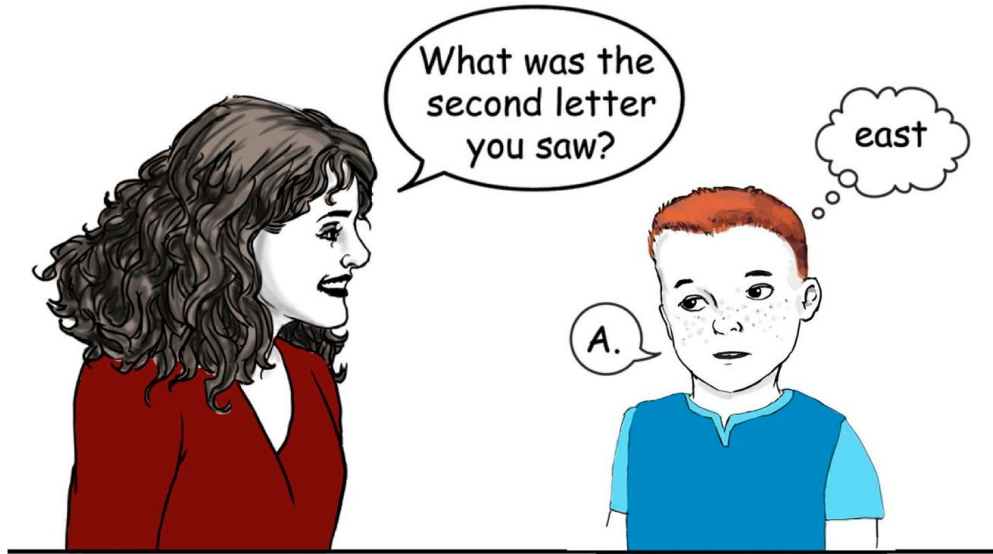


### ACTIVITY

Underline the sensory language in the following statements and list which sensory-cognitive function is being stimulated:

1. “What letters do you picture for the word ‘tall’?”
2. “What is the last letter you see in have?”
3. “Picture the letters s-o-u-n-d. What word is that?”

# Do symbol imagery exercises.



## Symbol Imagery Exercises

**DECODE:** Child reads the syllable from the imaged pattern (orthographic memory).

**IDENTIFY:** Child identifies a specific letter from the imaged pattern.

**MANIPULATE:** Child reads the syllable from imagery after the letters are manipulated.

**BACKWARDS:** Child says the letters backwards from the imaged pattern.

# Decoding Practice

Use the *Seeing Stars Decoding Workbooks* to practice word reading. Your child may touch and say the vowel first, then read the word. Do symbol imagery exercises when helping your child learn a word. If your child makes an error, cover up the word before questioning to his/her imagery.



# Tips for helping your child read a word with basic linguistic concepts:

- **Final e:** *The final e in a word can make the vowel long (say its name), such as /ae/ in “ate”. A short vowel sound is when the vowel says its sound, as in “not” versus a long vowel sound as in “note”.*
- **Two Vowels Go Walking:** *When two vowels go walking, the first one does the talking. The vowel letters /ai/, /ea/ and /oa/ say long vowel sounds (their names).*
- **C-rule:** *The letter ‘c’ takes on two sounds in English, /k/ and /s/. C says /s/ when followed by ‘i’, ‘e’, or ‘y’. Example: cycle*
- **G-rule:** *The letter ‘g’ also has two sounds, the /g/, as in “go”, and the /j/ as in “gem”. ‘G’ might say /j/ when followed by an ‘i’, ‘e’, or ‘y’. Example: gigantic*

## Basic breaking rules for multisyllable words:

- Break syllables with a light diagonal line.
- Find and break in front of an ending.
- Start a syllable with a consonant, if you can.
- Find and break between double letters.
- Teach the open/closed syllable rule for reading and spelling.

## Helpful hints for multisyllables

- A closed syllable is a syllable that ends in a consonant and the vowel may be short (does not say its name). *Examples: hit, battle*
- An open syllable is a syllable that ends in a vowel and the vowel is usually long (says its name). *Examples: hi, table*



# CVC

short vowels and final e  
(one change)

Date: \_\_\_\_\_

## Reading

Score: 20

- |           |            |
|-----------|------------|
| — 1. vane | — 11. sat  |
| — 2. van  | — 12. sate |
| — 3. von  | — 13. sape |
| — 4. vone | — 14. sake |
| — 5. tone | — 15. sack |
| — 6. tome | — 16. mack |
| — 7. tame | — 17. make |
| — 8. fame | — 18. mike |
| — 9. same | — 19. moke |
| — 10. sam | — 20. mock |

## Spelling

Score: 10

- |             |
|-------------|
| — 1. _____  |
| — 2. _____  |
| — 3. _____  |
| — 4. _____  |
| — 5. _____  |
| — 6. _____  |
| — 7. _____  |
| — 8. _____  |
| — 9. _____  |
| — 10. _____ |

## Star Words

(51 through 63)

- |           |
|-----------|
| 1. there  |
| 2. which  |
| 3. each   |
| 4. how    |
| 5. use    |
| 6. will   |
| 7. said   |
| 8. them   |
| 9. can    |
| 10. their |



Sentences:

- |                          |                        |
|--------------------------|------------------------|
| 1. Their cat is tame.    | 3. You can have a Bib. |
| 2. Which sack can I see? | 4. What is a Bib?      |
| 5. _____                 |                        |



# 2 syllables with ment, less, and ness

Date: \_\_\_\_\_

## Pencil Break and Read

20

- |                |                 |
|----------------|-----------------|
| — 1. fipment   | — 11. restless  |
| — 2. fragment  | — 12. dullness  |
| — 3. brainless | — 13. weakness  |
| — 4. darkness  | — 14. dudly     |
| — 5. bripple   | — 15. frilly    |
| — 6. bravely   | — 16. frankness |
| — 7. lawless   | — 17. frankly   |
| — 8. lightless | — 18. snupless  |
| — 9. gripping  | — 19. drabness  |
| — 10. goodness | — 20. jobless   |

## Spell and Image

10

- |             |
|-------------|
| — 1. _____  |
| — 2. _____  |
| — 3. _____  |
| — 4. _____  |
| — 5. _____  |
| — 6. _____  |
| — 7. _____  |
| — 8. _____  |
| — 9. _____  |
| — 10. _____ |

## Special Practice

Break and read:

- |             |
|-------------|
| 1. stoply   |
| 2. hopless  |
| 3. zigger   |
| 4. tapness  |
| 5. clogle   |
| 6. fubble   |
| 7. tinkful  |
| 8. noment   |
| 9. farness  |
| 10. fipping |



Read, visualize, and complete the story: The dragon snorted and rumbled. He grumbled and tumbled. He sat and spat. Then suddenly he \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Developing Sight Words

Collect your child's unknown or slow high frequency words from either the Star Words or contextual reading material.

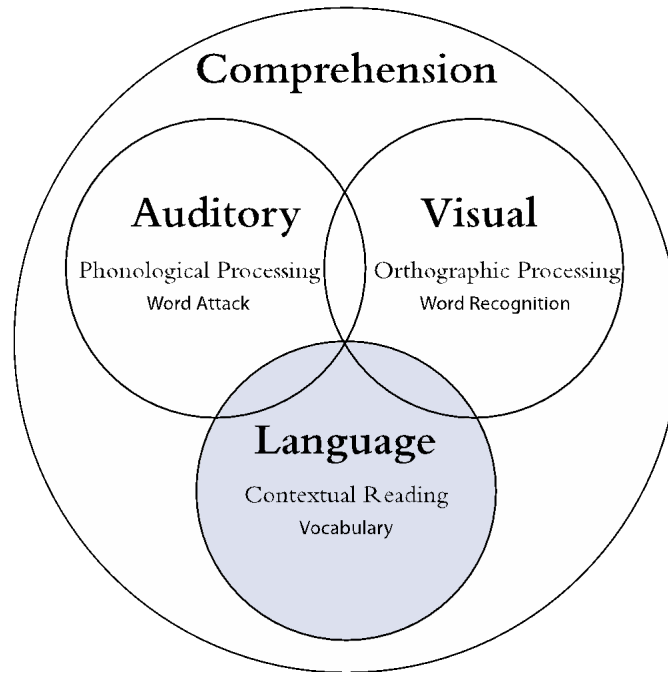
1. Write the unknown word on a 3x5 card.
2. Have your child read the word card and image the word in the air. Air-writing should be simultaneous with saying the letter names and writing them in the air.
3. Occasionally ask some SI exercises. "What letter do you see last?"
4. Sort the words into slow, medium and fast piles for his/her Sight Word Box.
5. Practice words daily.





# Reading in Context

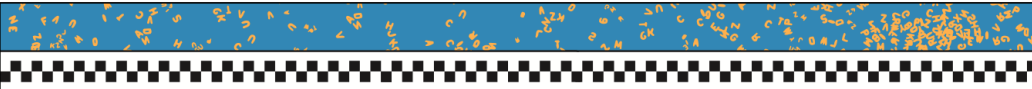
Integrate all circles for reading in context. The comprehension circle has two roles: to comprehend and interpret text and to assist in accurate, fluent decoding.



- Watch for word substitutions and decoding errors. If your child miscalls a word, error-handle.
  - Check comprehension first: “Did that make sense?” or “Is this a word you have heard before?”
  - Miscue small words: “My turn to read and you check to see if I match” or “Let me read it like you did and you see if it all matches”.
  - Next, question to words by checking the child’s symbol imagery: Child says “action” for *attain* “What letters would you see for that /shun/ ending?”
  - Let some decoding errors go.

# Spelling

- Collect troublesome spelling words from your child's writing, school spelling lists, or the Star Words (1,000 most frequently seen words).
- Use the Visual Spelling Chart to practice and reinforce with imagery.
  - First Column: Parent writes the word and the student analyzes the word. Child marks the part to place in symbol imagery and then visualizes the word and air-writes.
  - Second Column: Child writes the word, darkening the part to place in symbol imagery. Child then says and air-writes the word again.
  - Third Column: Child covers the words in the first two columns, then writes the word in the third column. Next, the child uncovers the words in the first two columns, comparing his words to them.

														
<b>Seeing Stars® Visual Spelling Chart</b>														
Analyze		Visualize		Write		Track								
Mark: <ul style="list-style-type: none"> <li>• Syllables</li> <li>• Accent</li> <li>• Unfair</li> </ul>		<ul style="list-style-type: none"> <li>• Print word with visual cue</li> <li>• Say word as it looks</li> <li>• See/write in air</li> </ul>		<ul style="list-style-type: none"> <li>• Say and write</li> </ul>		<ul style="list-style-type: none"> <li>• Date each box</li> <li>• Write + or -</li> </ul>								
1.														
2.														
3.														
4.														
5.														
6.														
7.														
8.														
9.														
10.														
11.														
12.														
13.														
14.														
15.														

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