



institute for
multi-sensory
education

Red Word Booklet with Dotted Letters Answer Key

KINDERGARTEN RED WORD BOOKLET DIRECTIONS



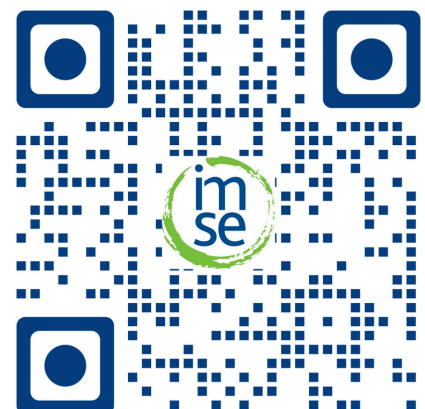
IMSE's *Kindergarten Red Word Booklets* contain two supportive features for students working on the Red Word Process using IMSE's Red Word Assessment – *List K*.

1. Spell & Read Red Words are ordered according to IMSE's Kindergarten scope and sequence. Words with dotted letters provide a scaffold for letter formation to help facilitate orthographic mapping.
2. Students can use a green crayon to fill in the circle if the spelling is expected to represent the sound. Likewise, students can fill in the circle with red if the spelling is unexpected in relation to the sound.

Red Word Answer Key Explanation: Red or green circles below each Red Word represent the sounds within the word.

- A green circle represents an “expected spelling,” which means the sound is spelled phonetically, *and* it is a letter-sound correspondence students have learned through explicit instruction.
- A red circle represents an “unexpected spelling,” which means one of two things:
 - The sound's spelling is irregular.
 - The sound's spelling is only temporarily irregular because students have not received explicit instruction for the letter/sound correspondence.
- When a Red Word contains a consonant blend, each sound in the blend will have a circle below it since the individual sounds in a blend can be identified.

ANSWER KEY



KINDERGARTEN RED WORD BOOKLET DIRECTIONS



Below is a **sample script** on how a teacher might incorporate these additional supports into the Red Word process outlined in IMSE's Blue Flip Chart:

(T) was

(T) Show me the sound in the word was.

(T & S) /w/ /ü/ /z/ (Students push up tokens while saying each sound.)

(T) (Teacher touches the first tile.) **How would you expect to spell /w/?**

(S) (Students might provide the response of "w.")

(T) That's right. (Students may identify the correct spelling due to prior exposure. The teacher can write the "w" in green.) Note: For students using IMSE's scope and sequence who have not yet learned "w," the letter could be considered red until the letter-sound association has been taught.

(T) (Teacher touches the second tile.) **How would you expect to spell /ü/?**

(S) (Students might provide the response of "u.")

(T) It sounds like a "u," but we spell this with an "a." (The teacher can write the "a" in red.)

(T) (Teacher touches the third tile.) **How would you expect to spell /z/?**

(S) (Students might provide the response of "z.")

(T) Yes, it sounds like a "z," but we spell this with an "s." (The teacher can write the "s" in red.)

(T) If developmentally appropriate for the students, discuss the etymology of the word. This step is applicable to lexical words. In this example, the word *was* is a function word. Rather than exploring the etymology, the teacher can inform students it is a function word and go to the next step in the Red Word sequence.

(T) Define the word, and write a sentence using the word.


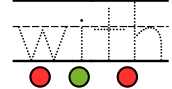
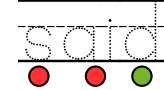
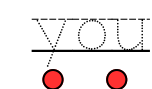
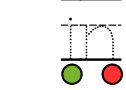
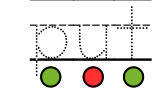
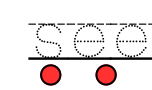
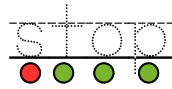
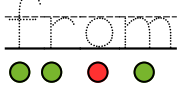

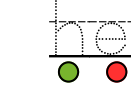
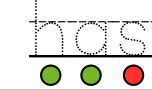
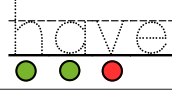

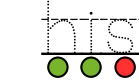
(T) Write the word on Red Word paper with a screen underneath, using a red crayon.

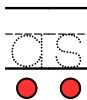
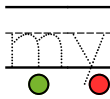
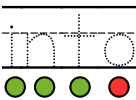
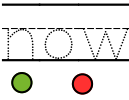
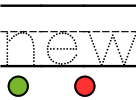
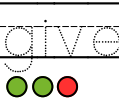
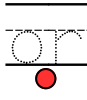

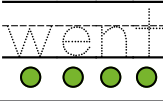
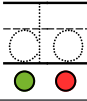
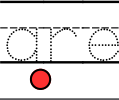
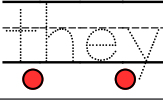
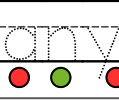
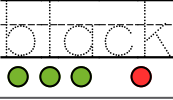

(S) Write the word on Red Word paper with a screen underneath, using a red crayon.

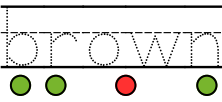
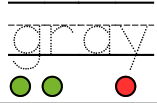

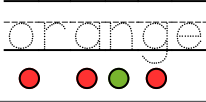
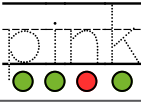
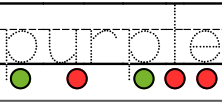
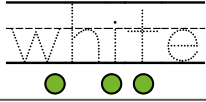
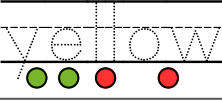
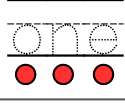
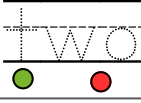
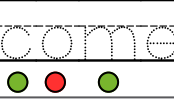
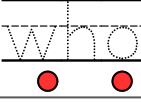
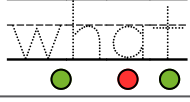
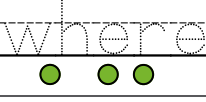
(S) Show the word to the teacher.

After this step has been completed, the teacher can go back to the spelling of the word *was*. Students would fill in the circle underneath the "w" with a green crayon because the spelling was expected. Then the students would fill in the circles underneath the "a" and "s" with a red crayon because the spelling for those sounds was unexpected. The teacher would continue with the remaining steps outlined in IMSE's Blue Flip Chart – Learning a Red Word.

#	ANSWER	NOTES
1.	the	
2.	was	
3.	is	
4.	a	
5.	on	
6.	and	
7.	to	
8.	for	
9.	go	
10.	I	
11.	like	
12.	of	
13.	will	
14.	get	
15.	no	

		NOTES
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		
26.		
27.		
28.		
29.		
30.		

		NOTES
31.		
32.		
33.		
34.		
35.		
36.		
37.		
38.		
39.		<p>"Went" is being taught as a Red Word because consonant blends have not yet been learned. However, because of the teacher support when identifying the individual sounds in the word, the "n" and "t" are coded green here.</p>
40.		
41.		
42.		
43.		
44.		<p>Although consonant blends haven't been taught, the "b" and "l" are coded green here because of the teacher support when identifying the sounds in the word.</p>
45.		<p>Although consonant blends haven't been taught, the "b" and "l" are coded green here because of the teacher support when identifying the sounds in the word.</p>

C		NOTES
46.		Although consonant blends haven't been taught, the "b" and "r" are coded green here because of the teacher support when identifying the sounds in the word.
47.		Although consonant blends haven't been taught, the "g" and "r" are coded green here because of the teacher support when identifying the sounds in the word.
48.		Although consonant blends haven't been taught, the "g" and "r" are coded green here because of the teacher support when identifying the sounds in the word.
49.		
50.		
51.		Although the /l/ sound is spelled as expected, the letter "l" is coded red because the order of the letters in the word doesn't match the order of the sounds.
52.		The unexpected spelling component is the silent "e." Because silent "e" hasn't been taught, this is a Red Word for students.
53.		
54.		Although the /n/ sound is spelled as expected, the letter "n" is coded red because the order of the letters in the word doesn't match the order of the sounds.
55.		
56.		
57.		
58.		
59.		The unexpected spelling component is the silent "e." Because silent "e" hasn't been taught, this is a Red Word for students.
60.	