Build It — A Beginner’s Variation of Switch It
Common Practice in Literacy Programs:

Letter-Sound Instruction in ________________________ first.

A Little History Lesson About Build It

PreK and K teachers may be tempted to camp out with Build It for too long and not advance quickly enough to __________. This may result in much slower progress with decoding, letter-sound knowledge, and phonemic awareness.

How Isolated Practice Can Limit Growth

(connecting the isolated serve toss in tennis with that of isolated letter-sound instruction in reading)
Tip: When you begin using Build It, always start words with continuant consonants, such as “s,” “m,” “l,” “n,” “r,” or “z.” These make it easier for the child to learn how to phonemically segment.
The Build It Process—In Text

- Use a list of ____________ words.
- Select the sound tiles for each word presented.
- Place the sound tiles for the focus word at the top of the mat in ___________ order.
- Say, “I want you to ______________________________.”
- Provide contextual ______________ of word.
- Provide appropriate support and when student finishes, say, “Let’s ____________.” Finally, prompt student to __________________________ the whole word.

Build It Goals

- To learn a ______________ number of letter-sounds in order to transition to Switch It.
- To develop the skill of phonemic _______________, the easiest PA skill.
- To understand the ______________ principle.
Important Pacing Tip!

Once your student knows a ___________ of sounds and can segment 3-sound words ___________ of the time, ___________ Build It and replace it with Switch It.

The Build It Process—In Text

1. _________________ & exaggerate sounds in word, especially the target sound
2. Avoid using letter ________________.
3. Align the ___________________of your pencil with the precise sound
4. First support the student to identify the _______________.
   THEN help her find the ___________________________.
5. If student makes an error, tell him what that would make the ________________________________
6. If a sound is challenging for a student to isolate, sometimes pointing at one’s _______________ as one exaggerates that sound helps the student catch on.
7. Our coaching and elongation of sounds helps the student discover the sound on her own. HOWEVER, if she doesn’t recognize which letter-sound matches which sound, don’t try to coach her to figure it out, ___________________________.