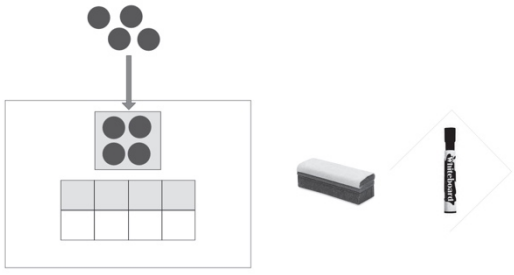


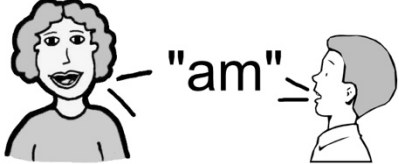
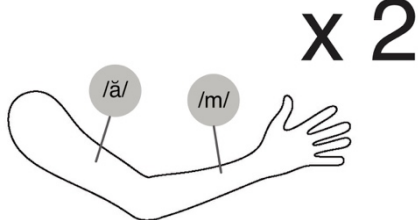
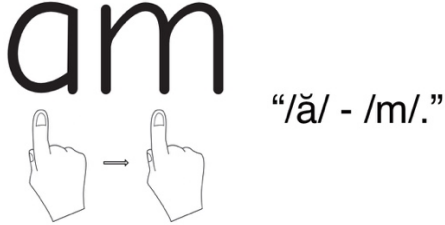
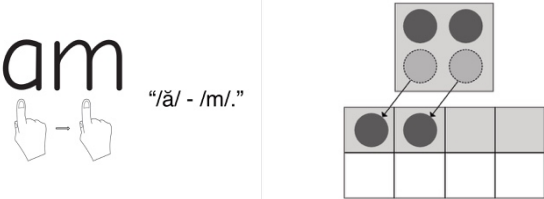
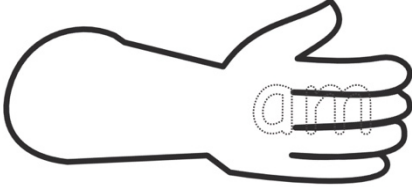
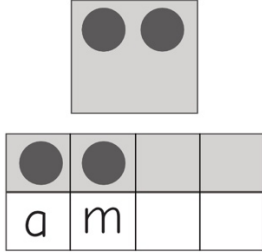
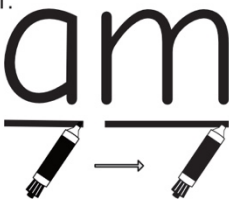

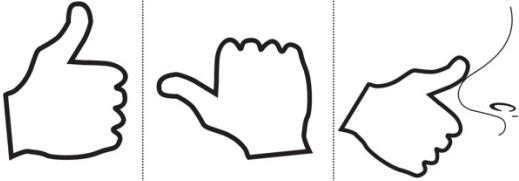
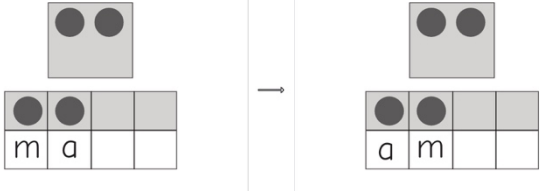


<p>Each student in the study group (SG) took a laminated activity sheet (see Appendix B2) with a white background that contained, in landscape orientation, a large gray square with a black border above a two-row, four-column grid consisting of smaller squares, with black borders, gray fill in the top row, and white fill in the bottom row; a dry-erase marker; an eraser; and four plastic math counters.</p>	
<p>SG sat on the rug facing the experimenter (E), who sat next to a whiteboard.</p>	
<p>E asked for “empty hands” when SG was ready to begin the lesson.</p>	
<p>E: “The first word is <i>am</i>. Say it: [SG and E] ‘<i>am</i>.’”</p>	
<p>E: “Tap it: [SG and E] /ă/ - /m/. Tap it again: [SG and E] /ă/ - /m/.”</p>	
<p>E: “Now watch.” E wrote <i>am</i> on the whiteboard, then pointed once underneath each grapheme, slowly saying the phoneme for each grapheme: “/ă/ - /m/.”</p>	
<p>E: “Now, move one counter—one at a time—for each sound you hear.” E again pointed once underneath each letter, slowly saying the phoneme for each grapheme: “/ă/ - /m/.”</p> <p>SG moved two counters from the large gray box into the first two gray boxes in the grid below.</p>	

<p>E: "Ready to spell?" When all participants in SG nodded, E covered the word <i>am</i> on the whiteboard. E: "Spell <i>am</i>."</p>	 <p>"Spell <i>am</i>."</p>
<p>SG spelled the word in the bottom (white-filled) row of the grid, writing one grapheme inside each box only in the columns which contained a counter in the top (gray-filled) row.</p>	
<p>E: "Caps on your markers when you're ready to check." When all participants in SG capped their markers, E uncovered the word on the whiteboard. E underlined each grapheme in the word while saying the corresponding phoneme ("/ă/-/m/"), then underlined the entire word below the first instance of underlining while saying the word ("<i>am</i>").</p>	<p>1.  2. </p> <p>"/ă/-/m/ ... <i>am</i>."</p>
<p>E: "Thumbs up if you got it. Thumbs sideways if you had a mix-up. Thumbs on your nose if you had a mix-up, but you fixed it."</p>	
<p>Participants who "had a mix-up"—i.e. spelled the word incorrectly or split a digraph across two boxes—were asked to correct their spelling.</p>	
<p>E instructed SG to erase their activity sheets, return their counters to the gray box, and wait for the next word.</p>	