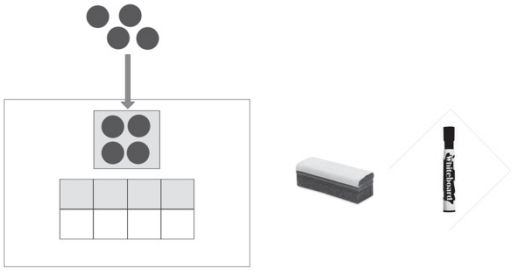
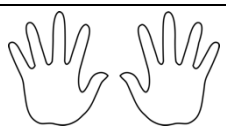
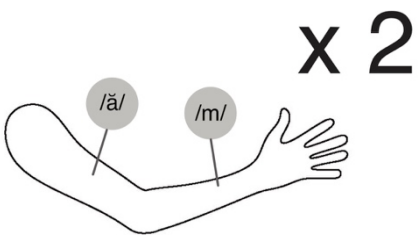
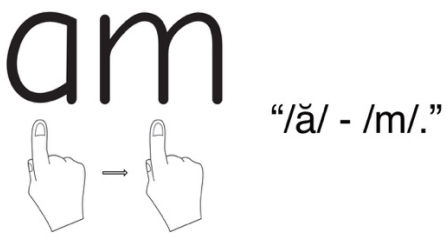
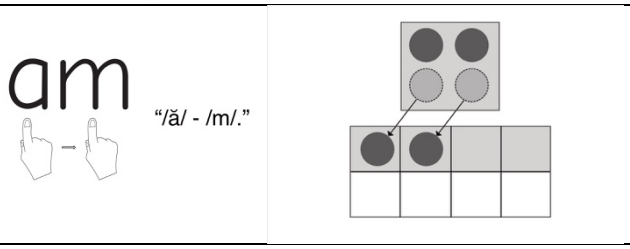
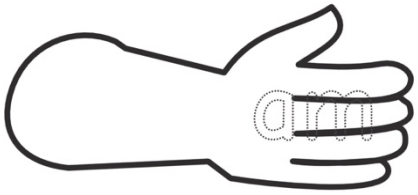
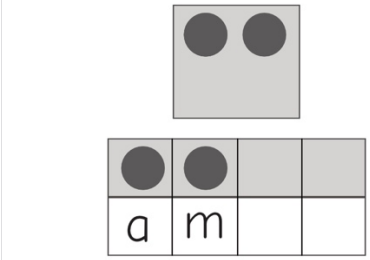
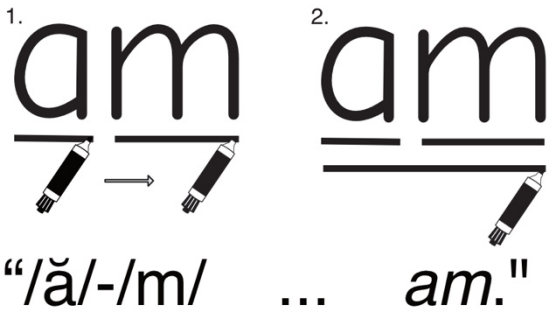
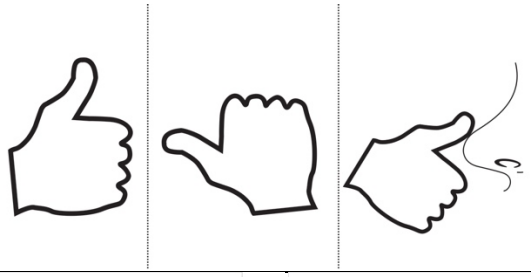
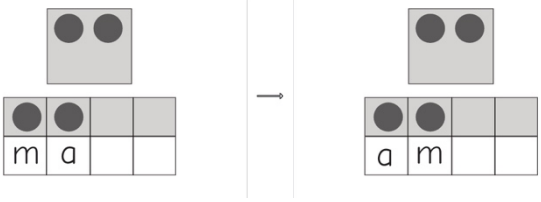
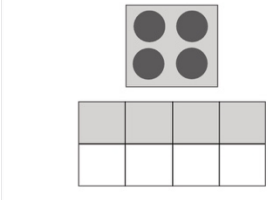
Excerpted from: Miles, K. P., Rubin, G. B., & Gonzalez-Frey, S. (2018). Rethinking sight words. The Reading Teacher, 71(6), 715-726. https://doi.org/10.1002/trtr.1658

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.	
SG sat on the rug facing the experimenter (E), who sat next to a whiteboard.	
E asked for "empty hands" when SG was ready to begin the lesson.	
E: "The first word is *am*. Say it: [SG and E] '*am*.'"	
E: "Tap it: [SG and E] /ă/ - /m/. Tap it again: [SG and E] /ă/ - /m/."	
E: "Now watch." E wrote *am* on the whiteboard, then pointed once underneath each grapheme, slowly saying the phoneme for each grapheme: "/ă/ - /m/."	
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/." SG moved two counters from the large gray box into the first two gray boxes in the grid below.	

E: “Ready to spell?” When all participants in SG nodded, E covered the word *am* on the whiteboard. E: “Spell *am*.”	
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.	
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 (“*am*”).	
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.”	
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.	
E instructed SG to erase their activity sheets, return their counters to the gray box, and wait for the next word.