SPELL-Links™

WORDTIVITIES™

Word Study Instruction for Spelling, Vocabulary, and Reading

Spelling, reading, writing

Sounds,

/ m-æ´-ʤ-ə-k /

letters,

Phonological awareness, phonics, vocabulary, syntax

meanings

ɪn/–/stɛd/

Learning By Design® Inc.
Making A Difference in K-12 Education

SPELL-Links™
WORDTIVITIES™
Word Study Instruction for Spelling, Vocabulary, and Reading

Overview

Welcome! We created *SPELL-Links Wordtivities* to help you develop students' mastery of spelling, vocabulary, and reading in the classroom and beyond.

Your *SPELL-Links Wordtivities* kit features a variety of engaging activities and materials for use with whole class, small group, and 1:1 instruction. Through active engagement with sounds, letters, and meanings of words, your K–12 students strengthen, integrate, and apply multiple components of oral and written language. In doing so, students will improve spelling; build depth and breadth of vocabulary; advance word decoding, reading fluency, and reading comprehension; and enhance writing performance.

Instruction featured in *SPELL-Links Wordtivities* is based on the speech-to-print connectionist word study model for teaching written language. Speech-to-print instruction leverages the biological wiring of the brain for oral language to more effectively teach and develop reading and writing skills. Connectionist, multi-linguistic instruction simultaneously engages multiple processes and systems of spelling and reading in a dynamic interplay, building a robust neural network for literacy and language. *SPELL-Links Wordtivities* advance student performance with written language by focusing instruction on the recognition and production of sounds of words (phonology) and developing and strengthening cognitive connections for proficient integration of phonological, orthographic, and semantic/morphological processes while reading and writing.

To gain more in-depth understanding of the research and pedagogical methods that support *SPELL-Links Wordtivities*, visit https://learningbydesign.com. With SPELL-Links products, you can be confident that you are delivering effective research-based instruction to address the literacy needs of all students, including struggling readers and writers.

Instruction in *SPELL-Links Wordtivities* supports the simultaneous development and application of phonological awareness, orthographic knowledge/phonics skills, vocabulary and morphological knowledge, storage and retrieval of lexical word forms in long-term memory, and syntax skills and is appropriate for all K–12 students who need help developing these skills to become more fluent readers and effective writers. The appropriateness of specific activities is determined by the level of word study knowledge and skill of the group or individual student. Use *SPELL-Links Wordtivities* with spelling and vocabulary lists from your existing curriculum or create your own lists tailored to meet the instructional needs of your students.

Intended Use

SPELL-Links Wordtivities is intended for use by classroom teachers; aides and other parapro-fessionals; interventionists (speech-language pathologists, reading improvement teachers, learning disabilities teachers, etc.); and parents. It can be used as a stand-alone word study program within your existing language arts curriculum or in conjunction with *SPELL-Links to Reading and Writing Word Study Curriculum*.

Guidelines for Use

Before implementation, take some time to familiarize yourself with the organization and components of the activity kit, the specific suggestions for implementing the whole class and 1:1 & small group activities (located at the beginning of Section 1 and Section 2, respectively), and the recommended resources for additional help.

Organization

The instructional content of the activity book is divided into two main sections. In the first section you'll find a collection of dynamic activities for engaging classrooms and large groups of K–12 students. In the second section you'll find keyword picture card activities that systematically engage K–12 students and are ideal for 1:1 and small group instruction.

In both sections, instruction is centered around each of the 14 SPELL-Links strategies for reading and spelling success and simultaneously activates connections between sounds, letters, and meanings of words.

Skill Area	SPELL-Links Strategy
Sounds Phonological awareness	1 2 3 4 5 14

Letters
    Orthographic Knowledge
    Orthographic Representations
	6 7 8
	9 13 14

Meanings Semantics & Morphology	9 10 11 12 14

Components

SPELL-Links Wordtivities includes both print and reproducible digital components.

Print
- spiral-bound activity book
- set of small keyword picture card manipulatives (phoneme cards)
- set of large keyword picture card manipulatives with allowable spellings (phoneme-grapheme cards)

Digital: SPELL-Links Wordtivities Companion Cloud
- set of 4 x 5.5 keyword images for whole classroom instruction
- reproducible desktop sound chart for individual student use
- reproducible set of keyword picture cards (phoneme cards) for individual student use
- reproducible set of student assignment sheets in PDF format

FEATURE: Sound Wall/Sound Chart

Organize spelling and vocabulary words by sounds instead of letters to maximize student learning and more effectively support students during structured and authentic writing tasks.

Unlike traditional classroom word walls, a sound wall arranges words by speech sounds.

Students can use what they already know—the sounds of a spoken word—to locate what they may not know—the spelling of certain sounds in a word.

For older students and if space is limited, you may choose to display all keyword images and direct students to write associated words in a word study notebook.

FEATURE: Desktop Sound Chart

Engage and support students with visual representations of the English phonemes during instructional activities that examine the phonological structure of words and during their independent word study work.

The SPELL-Links desktop sound chart easily travels with individual students when tucked inside a word study folder or binder.

Consonant Sounds

Vowel Sounds
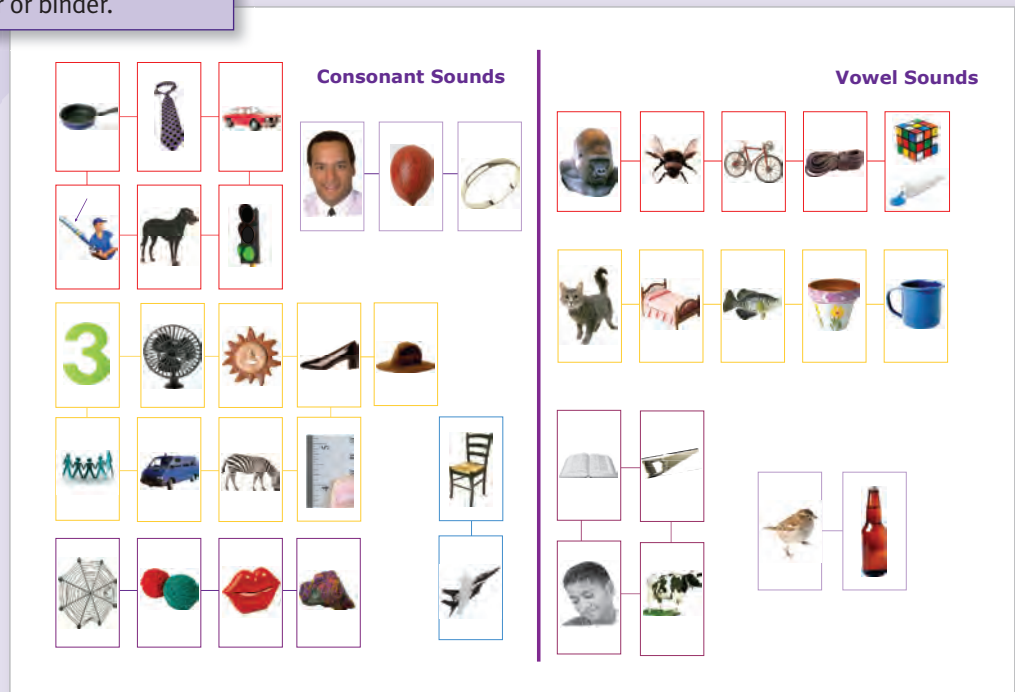
Students can use word study notebooks to draw their own versions of keyword pictures and note allowable spellings and associated words.

e, ea, a, ai, ie

s<u>ai</u>d

h<u>ea</u>d

<u>a</u>ny

fr<u>ie</u>nd

inst<u>ea</u>d

r<u>ea</u>dy

m<u>a</u>ny

ag<u>ai</u>n
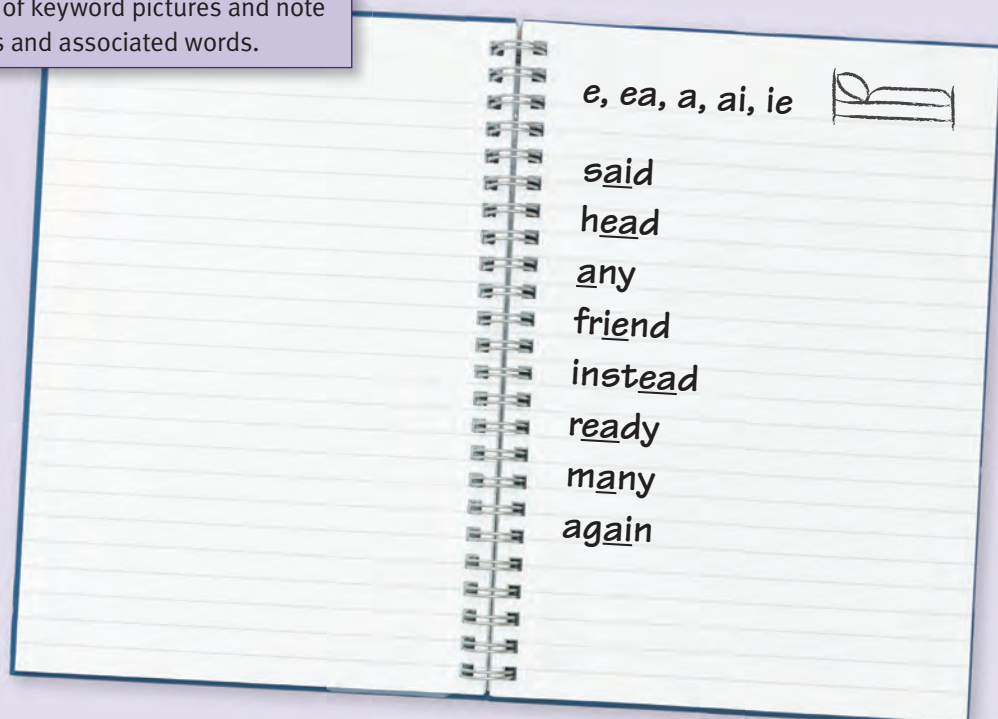
FEATURE: Whole Class Wordtivities

Dynamically engage a class of students in examining, thinking and talking about, and applying their knowledge of sounds, letters, and meanings of words. Follow the recommended weekly word study schedule (see p. 5) to ensure the depth of integrated word study that many students require. There is one activity for each of the SPELL-Links 14 strategies for reading and spelling success and each takes just 15-20 minutes to complete.

Prepare for activity.

Use any spelling or vocabulary word list that connects to your curriculum.

Implementation is easy with detailed, step-by-step instructions.

Extend student learning through Added Fun & Games that can be completed by the whole class or in pairs. Use one or more, as time allows. You might even get inspired and add your own!

Whole Class Instruction

11

11 BUILD ON THE BASE!

Instructional Focus & Goals: Morphological code (meanings of words) – Develop knowledge and use of word root and base word spelling in multi-morphemic words

Objectives: Students will evaluate the phonological and orthographic features of word roots and base words in multi-morphemic words, map spoken sounds to their corresponding letters, and define or use multi-morphemic words in complex spoken sentences.

Materials:
- ❏ Display board
- ❏ Writing paper and pencils with erasers
- ❏ Selected word list

privacy	commitment	fatal
repentence	leadership	wisdom
collector	heaviness	communism
guitarist	transition	humanity

Sample 4th grade spelling list

Instruction:

1. **Review** the word list and **select** words that contain a word root or base word and at least one affix. **Inform or remind** students that the spelling of a word root or base word almost never changes when adding a suffix unless there is a specific reason (i.e., a rule) for making a change. **Advise** students to make sure the word root or base word is sturdy (i.e., spelled correctly) when spelling words with affixes and not to change a word's spelling before adding an affix unless a specific rule for making a change can be identified.

2. **Direct** students to position their writing papers in landscape layout, draw three lines to divide the page into four columns, and label columns, from left to right, as follows: column 1 - ear and eye, column 2 - eye, column 3 - ear, column 4 (no label).

3. **Write** a list word that contains a word root or base word plus one or more affixes on the board (e.g., *vision* or *heaviness*). **Read** the word out loud and **use** it in a sentence that includes the meaning of the word root or the base word, using gestures, displaying images, and/or pointing to objects in the room to facilitate student understanding. For example, "Vision is a sense that allows you to see," or, "When you lift a heavy object, you can feel its heaviness." **Underline** the letters of the word root or base word that remained the same in the list word (e.g., vision; heaviness) as you say its meaning. Then **write** the word root (e.g., *vis*) or base word (e.g., *heavy*) directly above the corresponding word part.

Whole Class Instruction

11

11 BUILD ON THE BASE!

4. **Call** on a student to read the word root or base word and the list word out loud. **Engage** students in examination and discussion of the written and spoken word root or base word and the corresponding word part of the list word to identify any changes in letters and/or sounds in the list word.

5. **Focus** student attention on their writing papers and **explain** what to write in each column, "Write list words that keep all the sounds and letters as the root/base in the first column with the ear and eye; write list words that keep all the letters as the root/base, but not all the sounds, in the second column with the eye; write list words that keep all the sounds as the root/base, but not all the letters, in the third column with the ear; and write list words that don't keep all the sounds nor all the letters as the root/base in the fourth column that has no label." Then **direct** all students to softly sound out the list word while simultaneously copying the corresponding letters into the appropriate column on their writing papers and to underline the letters of the word root or base word that remained the same in the spelling of the list word.

6. **Repeat** steps 3-5 for each word from the list.

7. **Direct** students to take turns in round robin fashion, reading out loud each word written on their papers and using it in a spoken sentence that clearly communicates one of its meanings. If a word was not used properly, **re-state** the sentence with appropriate revisions to model the correct use of the word in a complete sentence. If the word was used properly, **modify or direct** the student to modify the sentence to include more complex sentence structure and advanced word choice. For example, "I wear glasses to correct my vision," or, "Because I am far-sighted, I need to wear eyeglasses to correct my vision when I read." Alternatively, **direct** students to take turns in round robin fashion, reading out loud each word written on their papers, stating the word class, and providing a definition. For example, "Vision is a noun and is one of the human senses that allows us to see," or, "Heaviness is a noun that means the quality or state of having much weight or of being heavy."

Added Fun & Games

- **Compete to complete the verbal analogies:** After dividing the class into teams, read a list word (e.g., *collector*) and use it in a spoken sentence that expresses the relationship in meaning between the list word and its base. For example, "I am a collector, I collect things." Next, state a related but incomplete analogy. For example, "If I am an advisor, I _____." Challenge students to correctly complete the analogy by saying the missing base word; the first to do so earns a point for her team.

- **Play the password game:** Students pair up and take turns to play the game. One student silently reads a list word (e.g., *guitarist*) and gives one-word clues (e.g., instrument, person, play), waiting five seconds between meaning clues to give the other student a chance to respond. The clue giver is challenged not to use the list word or any of its relatives when providing clues and the other student is challenged to identify the list word using the fewest number of clues.

PRODUCT SAMPLE

FEATURE: **1:1** & Small Group Wordtivities

Provide additional support and practice by engaging students in hands-on keyword picture card activities. Use these activities with word lists containing everyday familiar words learned mostly through conversation, high-utility academic words used across the curriculum, and domain-specific academic words. Activities map to the SPELL-Links 14 strategies for reading and spelling success and each takes as little as 5-10 minutes to implement.

Prepare for activity.

Use any spelling or vocabulary word list that connects to your curriculum. Each lesson provides guidance for organizing and presenting the list to support student success.

1:1 implementation is easy with detailed, step-by-step instructions.

Easy modifications for small group instruction include turn-taking, collaborating, and response building. Use one or more of the ideas or get inspired and create your own.

Implement extension activities to further advance skill with sounds, letters, and meanings of words; to develop depth and breadth of vocabulary knowledge; and to enhance syntax skills.

1:1 & Small Group Instruction **1**

1 SOUND IT OUT!

Instructional Focus & Goals: Phonological code (sounds of words) – Develop phoneme segmentation skills

Objectives: Students will segment spoken words into phonemes.

Materials:
- ❑ Small keyword picture cards
- ❑ Writing paper and pencils with erasers for Extension Activities
- ❑ Selected word list

Guidance:
Begin this activity using words from the selected word list that have only one syllable and the fewest number of sounds and gradually progress to words with increasing numbers of sounds and then syllables. Support the student during the activity as needed, alternating between modeling the task with a correct response and providing feedback as the student completes the task with another word.

Instruction:
1. **Read** a word out loud and use it in a spoken sentence that clearly communicates a meaning of the word.
2. **Ask** the student to sound out the word, one sound at a time, while simultaneously pointing to the corresponding keyword picture card for each spoken sound in the word. For example, for the word *match*, the student points to the keyword picture cards MAN – CAT – CHAIR as he says the sounds / m – æ – ch /.

match

/ m /   / æ /   / ch /

3. **Repeat** steps 1-2 with each word from the list.

42   1:1 & Small Group Instruction

1:1 & Small Group Instruction **1**

1 SOUND IT OUT!

Modifications for Small Groups:

Taking Turns to Complete the Activity
- Students take turns sounding out words and checking responses (step 2).

Collaborating on Phonological Awareness
- Students work together to sound out words, taking turns pointing to each sound in a word (step 2).

Focusing on Vocabulary and Syntax
- After a student correctly sounds out a word (step 2), another creates a spoken sentence using the word. For example, "My socks don't match."
- Another student extends the spoken sentence or creates a new spoken sentence using another form or meaning of the word. For example, "My socks don't match *but my shoes do*," or, "*I am wearing matching socks*," or, "*I played a tennis match last weekend.*"

Extension Activities

Developing Advanced Phonological Awareness
- Select a part of speech (e.g., nouns) found in several words on the list.
- Students or student and teacher take turns identifying words on the list that match the target part of speech and sounding out each word silently while simultaneously pointing to the corresponding keyword picture cards (e.g., CAR – CUP – PAN).
- Another person then identifies the word (e.g., *cup*) and sounds out another form of the word that contains one or more sounds from the original word (e.g., *cups*) while simultaneously pointing to the corresponding keyword picture cards (e.g., CAR – CUP – PAN – SUN).

Building Spelling, Vocabulary, & Reading Skills
- Select a semantic category (e.g., food) that relates to several words on the list.
- Students or student and teacher take turns identifying words on the list that match the target category and sounding out each word silently while simultaneously pointing to the corresponding keyword picture cards (e.g., TIE – ROPE – SUN – TIE).
- Another person then identifies the word (e.g., *toast*) and says each sound in the word while simultaneously copying the corresponding letters on writing paper.

1:1 & Small Group Instruction   **43**

PRODUCT SAMPLE

FEATURE: Student Assignment Sheets

Strengthen student skills with additional practice. Email or print step-by-step directions and be sure to send along a set of keyword picture cards and student word study notebook too!

SPELL-Links Keyword Picture Cards
Student Assignment

1 SOUND IT OUT!

Student Name: _____ **Date:** _____

> Invite parents or other professionals working with students to extend practice and strengthen skills.

We are using the SPELL-Links™ to Reading & Writing program to enhance spelling, reading, and writing skills. Please complete this practice activity with the student to support the SPELL-Links to Reading & Writing lesson we have been working on. Activities using SPELL-Links Keyword Picture Cards will enable the student to have fun while building and strengthening important literacy skills. Thank you for your valuable involvement and support. Together, we can make learning fun and build the skills needed for success in the classroom and beyond.

Step 1: Review the selected word list and any identified targets.

Word List:
- ❑ This week's spelling word list
- ❑ This week's vocabulary word list
- ❑ Vocabulary words that appear in current chapter of _____
- ❑ Attached word list
- ❑ Select words:
  _____

> Quickly assign or create a word list.

Targets:
- ❑ Words containing:
  _____

Step 2: Set up materials.

Materials:
- ❑ Small keyword picture cards

> A set of small reproducible keyword picture cards ensures that each student is prepared to practice with whomever, wherever.

Set Up: Lay out the small keyword picture cards grouped by border color, with consonant sounds (represented by pictures with a solid border) grouped on the left and vowel sounds (represented by pictures with white corner notches) grouped on the right.

Step 3: Complete activity.

> Guidance to support student success is provided.

Begin this activity using words from the selected word list that have only one syllable and the fewest number of sounds and gradually progress to words with increasing numbers of sounds and then syllables. Support the student during the activity as needed, alternating between modeling the task with a correct response and providing feedback as the student completes the task with another word.

1. **Read** a word out loud and use it in a sentence that clearly communicates the meaning of the word.

2. **Ask** the student to sound out the word, one sound at a time, while pointing to the corresponding keyword picture card for each spoken sound in the word. For example, for the word "match", the student points to the keyword picture cards MAN – CAT – CHAIR as he says the sounds / m – æ – ch /.

For additional resources and support, refer to the corresponding strategy in SPELL-Links™ Strategies by the Numbers and SPELL-Links Word Study Resource.

SPELL-Links ★

PRODUCT SAMPLE

FEATURE: Keyword Picture Cards

SPELL-Links keyword picture cards are coded to represent different categories of phonemes. The color of the border designates manner of consonant sound production (stops = red; nasals = light purple; fricatives = yellow; affricates = blue; liquids & glides = dark purple) and common categories of vowel sounds (long = red; short = yellow; diphthong and other = plum; syllabic = light purple). The large set of cards also includes allowable spellings for each phoneme on the back.

[front] Pictures with a solid border represent consonant sounds.

/ ng / ri**ng**

ng, n

[back] Alphabet letters between slashes are used to represent English consonant phonemes. Allowable spellings are listed below.

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[front] Pictures with white corner notches represent vowel sounds.

/ æ / c**a**t

a, a_e, au, ai

[back] International Phonetic Alphabet (IPA) symbols are used to represent English vowel phonemes. The letter or letters representing the target vowel sound in the keyword are underlined for quick reference. Allowable spellings are listed below.

PRODUCT SAMPLE

Section 1:
Whole Class Instruction

"We hear and say sounds; we see and write letters."

Jan Wasowicz, PhD

Whole Class Instruction

Suggestions for Setting Up and Using a Sound Wall

1. Set up a sound wall in a highly visible location in your classroom to foster and support a speech-to-print approach to reading and writing.

2. Consider displaying the sound wall on a modifiable writing surface, which provides opportunities to write allowable spellings for sounds next to the corresponding keyword pictures and allows you to add and remove words below the keyword pictures throughout the school year. Alternatively, you might choose to display the sound wall on a non-writable surface and add allowable spellings and words by affixing note cards or large sticky note sheets next to and below the keyword pictures.

3. You may choose to display both regularly and irregularly spelled words on the sound wall. However, students will receive the most benefit if you display words that contain uncommon/irregular spellings of a phoneme (e.g., the spelling of the short vowel *u* sound in *from*) and words that contain sounds that have many common allowable spellings (e.g., the long vowel *a* sound, which has 4 common and 16 total allowable spellings).

4. When you choose not to display words with regular, highly-predictable spellings (e.g., *on, and, must, black, spend*), you create an excellent opportunity to remind and encourage students to apply their strategies of spelling by sound (e.g., Sound It Out, Check the Order, Catch the Beat, Listen Up, No Fouls, Play by the Rules) and spelling by meaning (e.g., Be Smart About Word Parts, Build on the Base, Invite the Relatives). Encouraging students to draw upon a repertoire of strategies to spell unfamiliar words reinforces the regularities of English spellings and builds independent writers.

5. Discuss with students that the spelling of each prefix or suffix is determined by its meaning so there is no need to add the spelling of an affix to the sound wall unless the affix has alternate spellings for the same meaning and same pronunciation (e.g., in- or en- for *in*; -ible or -able for *can*). Since variant spellings of an affix most often represent a non-distinct speech sound (i.e., the schwa vowel sound), alternate spellings of prefixes can be added to the left of the sound wall and alternate spellings of suffixes can be added to the right instead of next to a keyword picture associated with a specific speech sound.

6. Include students in the building of the sound wall to reinforce both the sound structures and spellings of words.

7. You may decide to revise the sound wall as you move through the school year, adding new sounds and words as they are introduced in the curriculum. Alternatively, you may wish to display all speech sounds at the beginning of the school year and add new words as they are introduced each week.

8. Once a sound has been introduced, add words containing uncommon, non-predictable spellings as they are encountered in class reading materials or during authentic writing activities.

9. You may also direct students to allocate pages in a word study notebook to write list words and spellings associated with each keyword picture, adding these as they complete the classroom activities. Students will enjoy adding their own drawings of the keyword pictures to these pages.

Whole Class Instruction

Suggestions for Using the Sound Chart

In the absence of setting up a sound wall, we recommend the following modifications for completing the activities.

1. Project the desktop sound chart (located in the Companion Cloud) onto a wall or display board during the word study block.

2. Distribute copies of the desktop sound charts for individual students to reference during their word study block. Have students keep the chart in the pocket of a word study folder or binder.

3. Direct students to allocate approximately 50 pages in their word study notebooks or binders. The pages should be arranged in correspondence with the order presented in the sound chart: consonant sounds (stops = red; nasals = light purple; fricatives = yellow; affricates = blue; glides and liquids = dark purple) and vowel sounds (long = red; short = yellow; diphthong and other = plum; syllabic = light purple). You may wish to have students add tabs or title pages for the sections.

4. Instruct students to draw their own versions of the keyword pictures and to write list words and spellings associated with each keyword picture as they complete the class activities.

Suggestions for Section 1 Wordtivities

1. Complete one or more activities to develop reading, spelling, and vocabulary proficiency with a level-appropriate word list. You may choose to use a spelling or vocabulary unit word list from the core curriculum or you may decide to select vocabulary from a book the class is reading or a current chapter in a content-area textbook. The sound wall activities are appropriate for use with everyday familiar words learned mostly through conversation (vocabulary tier 1), high-utility academic words used across the curriculum (vocabulary tier 2), and domain-specific academic words (vocabulary tier 3).

2. Each activity can be used at any grade level by selecting and using a grade-level spelling or vocabulary word list. For this reason, the activities presented here include examples of words taken from common spelling and vocabulary classroom curricula across a range of grade levels.

3. While student learning is facilitated by using a list of words that have a common pattern and is strongly recommended, you can use these activities to enhance student learning with any set of words. For this reason, sound wall activities are illustrated with sample word lists that don't always adhere to this recommended practice.

4. Word lists do not need to be lengthy to be effective. Depending on the pattern, 5-10 words may be all you need. With a carefully constructed word list, you can use maximize instructional minutes by focusing on depth of learning and addressing knowledge, skills, and processes that will empower students to read, spell, and understand the meanings of many words beyond the list.

5. Begin all activities by modeling the correct completion of steps (I DO), followed by supporting students as needed (WE DO), and gradually fading your supports before expecting a student to independently complete the task (YOU DO).

6. Throughout the activities, consistently model and encourage students to use the think-aloud method. When used by teachers, a think-aloud explicitly demonstrates what students should be looking at, thinking about, and doing to independently guide themselves through successful completion of a task. When used by students, a think-aloud helps teachers know if students have internalized critical processes and if parts of a task are confusing so that appropriate feedback and re-direction can be provided.

7. Interactions throughout the activities should be lively, quick, and fun with students focused on active processing of sounds, letters, and meanings of words. Provide immediate feedback to strengthen connections between sounds, letters, and meanings of words in students' mental lexicons.

8. Regardless of which writing activity they are completing, students should always simultaneously say the sounds of a word as they write the corresponding letters of the word.

9. For all students, introduce multiple meanings of list words and include examples of multiple parts of speech as appropriate for student grade level. For older students, include examples of more abstract and nuanced meanings of words needed for development of a deep and rich vocabulary and to help students understand that words can shift their meanings in different contexts.

Whole Class Instruction

10. To facilitate student success when writing sentences, direct students to verbally rehearse a sentence 2-3 times before writing it.

11. Younger students who may not be ready to write sentences may use words in spoken sentences instead.

12. Regardless of student grade level or word list used, word study is most effective when it integrates the study of sounds, letters, and meanings of words. This integration is carefully built into the whole class instruction. To achieve the depth of integrated word study many of your students require, we recommend following the appropriate weekly schedule and completing at least one activity per day.

K-3 Phonics/Word Study Block Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Instructional Focus	Intro weekly word list; focus on the phonological code (*sounds* of words) and integrate with *letters* and *meanings* of words.	Focus on the phonological code (*sounds* of words) and integrate with *letters* and *meanings* of words.	Focus on the orthographic code (*letters* of words) and integrate with *sounds* and *meanings* of words.	Focus on the morphological code (*meanings* of words) and integrate with *sounds* and *letters* of words.	Focus on storage and retrieval of orthographic representations of words (*letters*) and integrate with *sounds* and *meanings* of words; focus on application of word study skills in sentence writing.

4-12 Vocabulary/Word Study Block Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Instructional Focus	Intro weekly word list; focus on the phonological code (*sounds* of words) and integrate with *letters* and *meanings* of words.	Focus on the orthographic code (*letters* of words) and integrate with *sounds* and *meanings* of words.	Focus on the morphological code (*meanings* of words) and integrate with *sounds* and *letters* of words.	Focus on the morphological code (*meanings* of words) and integrate with *sounds* and *letters* of words.	Focus on storage and retrieval of orthographic representations of words (*letters*) and integrate with *sounds* and *meanings* of words; focus on application of word study skills in sentence writing.

13. At the end of the week, you may choose to administer a quiz to determine which words each student has mastered for spelling and word meaning. Words not yet mastered may be written by students on individual note cards and placed into a deck for weekly review. Each week individual students complete word study activities with their word decks, reviewing words until they demonstrate mastery of word spellings and meanings on the end-of-week check three weeks in a row.

1 SOUND IT OUT!

Instructional Focus & Goals: Phonological code (sounds of words) – Develop phonological awareness and phoneme-grapheme mapping skills

Objectives: Students will segment spoken words into phonemes, say words, use words in spoken sentences, and map sounds in words to their corresponding letters.

Materials:

❑ Display board
❑ Sound wall or sound chart
❑ Writing paper and pencils with erasers
❑ Note cards for Added Fun & Games
❑ Selected word list

| can |
| cat |
| flat |
| hat |
| man |

Sample 1st grade spelling list

Instruction:

1. **Organize** the word list to present words containing the fewest number of phonemes first and gradually progress to words containing the most phonemes.

2. Without displaying the word list, **read** a list word out loud and **use** it in one or more spoken sentences that clearly communicate its meaning(s), using gestures, displaying images, and/or pointing to objects in the room to facilitate student understanding. For example, "*Can.* I <u>can</u> drink from a <u>can</u>."

1 SOUND IT OUT!

3. **Send** one student to the sound wall. **Direct** seated students to take turns in round robin fashion, sounding out the word one sound at a time. As each sound is spoken, the student at the sound wall points to the corresponding keyword picture and the teacher writes the corresponding letter(s) on the board.

4. After the word has been sounded out correctly and written, another student says the word and uses it in a spoken sentence. If the word was not used correctly or was not used in a complete sentence, **re-state** the student's sentence with appropriate revisions to model the correct use of the word in a complete sentence. **Introduce and facilitate** student use of multiple and less common word meanings in sentences that are appropriate for the students' grade level. For example, *can* (noun)—a container usually made of metal; and *can* (verb)—be able to.

5. **Repeat** steps 2-4 with each word from the list.

6. **Direct** students to take turns in round robin fashion, reading the words written on the board. After each word is read by a student, all students softly sound out the word while simultaneously copying the corresponding letters onto their writing papers.

Added Fun & Games

- **Identify words by blending sounds associated with keyword pictures:** One student goes to the sound wall and silently "sounds out" a word from the list by pointing to the associated keyword pictures. The first seated student to correctly blend the identified sounds into a word and correctly use the word in a spoken sentence takes the next turn at the sound wall.

- **Sort words by first and last sounds in word:** Students pair up and each pair copies the written words from the list onto individual note cards. One student softly reads the words out loud. As each word is read, the other student identifies the first sound in the word and sorts the cards, printed side up, into piles by sounds. The first student checks the sorting. When finished, the pair shuffle the note cards and reverse roles to re-sort the words, this time by last sound in word.

- **Stand up to sound out words:** Each student is assigned one keyword picture card. Students stand up, in turn, to sound out a word the teacher reads from the word list. After the students sound out the word, the teacher writes the word on the board and each student identifies the letter(s) representing their assigned sound in the spelling of the word.

Section 2:
1:1 & Small Group Instruction

"Children are wired for sound, but print is an optional accessory that must be painstakingly bolted on."

Steven Pinker, PhD

1:1 & Small Group Instruction

Suggestions for Section 2 Wordtivities

1. Spend some time familiarizing students with the sounds represented by each of the keyword picture cards prior to beginning the activities in this section (see p. 7).

2. Complete one or more activities to develop spelling, vocabulary, and reading proficiency with a level-appropriate word list. You may choose to use a spelling or vocabulary unit word list from the core curriculum or select vocabulary from a current chapter in a content-area textbook or any book the class is reading.

3. The keyword picture card activities are appropriate for use with everyday familiar words learned mostly through conversation (vocabulary tier 1), high-utility academic words used across the curriculum (vocabulary tier 2), and domain-specific academic words (vocabulary tier 3).

4. While you can use these activities to enhance student learning with any set of words, student learning is facilitated by using a list of words that have a common pattern.

> Use the *SPELL-Links Word List Maker* software to instantly create level-appropriate word lists that contain a common pattern.

5. Word lists do not need to be lengthy to be effective. Depending on the pattern, 5-10 words may be all you need. With a carefully constructed word list, you can use maximize instructional minutes by focusing on depth of learning and addressing knowledge, skills, and processes that will empower students to read, spell, and understand the meanings of many words beyond the list.

6. Differentiate word lists to appropriately challenge students at their individual instructional levels and to facilitate success for all. The easiest way to individualize word lists for a pattern is to use words that contain the same target but vary by grade level and/or word frequency (i.e., how commonly words appear in print). You might also select words that contain the target pattern but vary in the number of syllables and/or morphemes (i.e., prefixes, suffixes), providing more advanced students with longer and more linguistically complex words.

7. Review word lists prior to implementation and organize them according to the guidance provided for each activity.

8. Word study is most effective when it integrates the study of the sounds, letters, and meanings of words. This integration is carefully built into each main activity as well as the associated modification and extension activities. To achieve the depth of integrated word study many students require, we recommend completing both of the extension activities to advance phonological, orthographic, and morphological skills and to build reading, spelling, and vocabulary ability. You may complete each activity on a separate day.

9. Begin all activities by modeling the correct completion of steps (I DO), followed by supporting students as needed (WE DO), and gradually fading your supports before expecting a student to independently complete the task (YOU DO).

10. Throughout the activities, consistently model and encourage students to use the think-aloud method. When used by teachers, a think-aloud explicitly demonstrates what students should be looking at, thinking about, and doing to independently guide themselves through successful completion of a task. When used by students, a think-aloud helps teachers know whether students have internalized critical processes and what parts of a task are confusing so that appropriate feedback and re-direction can be provided.

11. Regardless of which writing activity they are completing, students should always simultaneously say the sounds of a word as they write the corresponding letters of the word.

12. To facilitate student success when writing sentences, direct students to verbally rehearse a sentence 2-3 times before writing it.

13. Younger students who may not be ready to write sentences may use words in spoken sentences instead.

14. Modifications for small groups apply to certain steps only; all other steps should be completed as indicated in the main activity directions.

15. To move from simple to more advanced phonological awareness tasks, start with singular nouns before introducing plurals, and uninflected verbs before introducing past tense or present progressive verb forms. **Note:** Plural, third-person singular present tense, present progressive, and regular past tense are the earliest developing forms of affixes.

16. Not all extension activities require the use of keyword picture cards and could be used with the whole class by writing words on a class display board. Those activities that do require the use of keyword picture cards could also be done with the whole class using a sound wall (see Suggestions for Setting Up and Using a Sound Wall, p. 2).

17. For extension activities that call for the identification of words based on part of speech and semantic category, student grade level and skill will help you determine whether to identify part of speech alone or in conjunction with a semantic category.

1:1 & Small Group Instruction

1 SOUND IT OUT!

Instructional Focus & Goals: Phonological code (sounds of words) – Develop phoneme segmentation skills

Objectives: Students will segment spoken words into phonemes.

Materials:
- ❏ Small keyword picture cards
- ❏ Writing paper and pencils with erasers for Extension Activities
- ❏ Selected word list

Guidance:
Begin this activity using words from the selected word list that have only one syllable and the fewest number of sounds and gradually progress to words with increasing numbers of sounds and then syllables. Support the student during the activity as needed, alternating between modeling the task with a correct response and providing feedback as the student completes the task with another word.

Instruction:
1. **Read** a word out loud and use it in a spoken sentence that clearly communicates a meaning of the word.
2. **Ask** the student to sound out the word, one sound at a time, while simultaneously pointing to the corresponding keyword picture card for each spoken sound in the word. For example, for the word *match*, the student points to the keyword picture cards MAN – CAT – CHAIR as he says the sounds / m – æ – ch /.
3. **Repeat** steps 1-2 with each word from the list.

match

/ m /   / æ /   / ch /

PRODUCT SAMPLE

1 SOUND IT OUT!

👥 Modifications for Small Groups:

Taking Turns to Complete the Activity
- Students take turns sounding out words and checking responses (step 2).

Collaborating on Phonological Awareness
- Students work together to sound out words, taking turns pointing to each sound in a word (step 2).

Focusing on Vocabulary & Syntax
- After a student correctly sounds out a word (step 2), another creates a spoken sentence using the word. For example, "My socks don't <u>match</u>."
- Another student extends the spoken sentence or creates a new spoken sentence using another form or meaning of the word. For example, "My socks don't match *but my shoes do*," or, "*I am wearing matching* socks," or, "*I played a tennis match last weekend.*"

Extension Activities

Developing Advanced Phonological Awareness
- Select a part of speech (e.g., nouns) found in several words on the list.
- Students or student and teacher take turns identifying words on the list that match the target part of speech and sounding out each word silently while simultaneously pointing to the corresponding keyword picture cards (e.g., <u>C</u>AR – <u>C</u>UP – <u>P</u>AN).
- Another person then identifies the word (e.g., *cup*) and sounds out another form of the word that contains one or more sounds from the original word (e.g., *cups*) while simultaneously pointing to the corresponding keyword picture cards (e.g., <u>C</u>AR – <u>C</u>UP – <u>P</u>AN – <u>S</u>UN).

Building Spelling, Vocabulary & Reading Skills
- Select a semantic category (e.g., food) that relates to several words on the list.
- Students or student and teacher take turns identifying words on the list that match the target category and sounding out each word silently while simultaneously pointing to the corresponding keyword picture cards (e.g., <u>T</u>IE – <u>R</u>O<u>PE</u> – <u>S</u>UN – <u>T</u>IE).
- Another person then identifies the word (e.g., *toast*) and says each sound in the word while simultaneously copying the corresponding letters on writing paper.

Key Terms

Affix: A prefix or suffix; a bound morpheme.

Bound Morpheme: A morpheme that has meaning only in combination with another morpheme (e.g., *s* in *cats*).

Base Word: A free morpheme; a word that can stand alone and has meaning without a prefix or a suffix (e.g., *dig*).

Derivational Morpheme: A prefix or suffix that, when added to a word root or base word, changes the meaning and/or the word class (e.g., *teach + er = teacher* and *un + fair = unfair*).

Derived Word: A word containing a derivational morpheme.

Free Morpheme: A morpheme that has meaning on its own (e.g., *bat*).

Grapheme: The smallest meaningful unit of writing (in English, an alphabetic letter) that can stand alone or combine with others to form written words.

Homophones: Words that sound the same but are spelled differently and have different meanings.

Inflectional Morpheme: A suffix that, when added to a base word, provides information about time or quantity without changing the word class (e.g., *walk + ed = walked* and *cat + s = cats*).

Inflected Word: A word containing an inflectional morpheme.

Long Vowel: As used by educators, a vowel that is pronounced as its letter name.

Morpheme: A unit of meaning (e.g., *bats* contains two morphemes: *bat* and *s*).

Morphologically Related Words: Words that share a common word root or base word (e.g., *vision – visible*; *music – musician*).

Onset: The part of a syllable that consists of the consonant sound(s) preceding the vowel.

Phoneme: The smallest meaningful unit of speech that combines with other sounds to form spoken words.

Phonics: A method of teaching reading and writing by connecting sounds of spoken words with letters or groups of letters in an alphabetic writing system.

Rime: The part of a syllable that consists of the vowel sound and any consonant sounds that follow it. In a word containing more than one syllable, the part of the word that consists of the first vowel sound and any consonant and vowel sounds that follow it (e.g., *mountain, fountain*).

Schwa: A nondistinct vowel in unstressed syllables (e.g., *a* in *about*).

Semantically Related Words: Words that have the same or nearly the same meaning and same part of speech (e.g., *big – large*; *vision – sight*).

Short Vowel: A term used by educators to refer to the five lax vowel sounds most commonly associated with vowel letters *a, e, i, o, u*.

Stressed Syllable: An accented syllable in which the vowel sound is distinct.

Transparency: Characteristic of inflected and derived words whereby the phonology and/or orthography of the base word remains intact in the inflected or derived form.

Unstressed Syllable: An unaccented syllable in which the vowel sound is minimized and nondistinctive.

Unstressed Vowel: The schwa vowel sound in unstressed syllables.

Word Class: A group of words that represent the same part of speech (e.g., noun, verb, adjective, adverb, etc.).

Word Relative: Words that are related by meaning and share a common word root or base word.

Word Root: a group of letters that has meaning but cannot stand alone as a word (e.g., *vis, spect*). A word root always combines with a prefix, a suffix, or both to form a word.

Recommended Resources

Resources available for purchase

Learning By Design, Inc. (Evanston, IL); https://learningbydesign.com.

SPELL-Links Keyword Picture Cards
- additional sets of large and small keyword picture cards sold individually

SPELL-Links Word List Maker software
- searchable database of 50,000 words to instantly create word lists and print word cards

SPELL-Links Word Study Resource
- list of allowable spellings for all English phonemes
- list of allowable spellings for English rimes
- list of homophones
- list of prefixes and their meanings
- list of suffixes and their meanings
- list of word roots and their meanings
- list of spelling rules for English

SPELL-Links WordUP!
- iPad® app activities for review, practice, and application of SPELL-Links knowledge, skills, and strategies

Free online resources

SPELL-Links "Fabulous Phonemes" Pronunciation Guide, Learning By Design, Inc. (Evanston, IL); https://www.spell-links.com. audio demonstration of correct pronunciation of English phonemes

Merriam-Webster Online Dictionary, Merriam-Webster, Incorporated (Springfield, MA); https://www.merriam-webster. com/. searchable dictionary with audio pronunciations