

# Primary Word Work Activities

Presented By:

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Whitley County Schools & Corbin Independent

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*I see and I forget. I  
hear and I  
remember. I do and  
I understand.*

--Confucius

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"Because of the reciprocal nature of literacy: what students learn in spelling transfers to reading, and what they learn in reading transfers to spelling and vocabulary. These are not, therefore, three separate and unrelated areas of instruction. Integrating phonics, vocabulary, and spelling instruction with a developmental approach contributes, we hope, to deep and rewarding learning and teaching."

Bear, D., Invernizzi, M., Templeton, S., & Johnston F. (2016). *Words Their Way: Word Study for Phonics, Vocabulary, And Spelling Instruction*.



Jennifer Croley

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# Sound Boxes



Sound boxes are used to support the development of phonemic awareness. They provide a concrete way for students to recognize that their spelling words have smaller chunks.

# Push It, Say It



Students use magnetic letters to blend sounds in familiar spelling words. Frequent utilization of such an activity can strengthen decoding skills of unfamiliar words.

# Building Words in Chunks

Students use pictures as a guide to build chunks in words.



Students use pictures as a guide to find missing letters/chunks based on the chunks provided.



# Concept Sort with Prefixes



Students used this sort to build their understanding of prefixes. In this activity, they matched the word with the prefix to its meaning, and then placed them under the correct prefix category.



# Rhyming Rummy



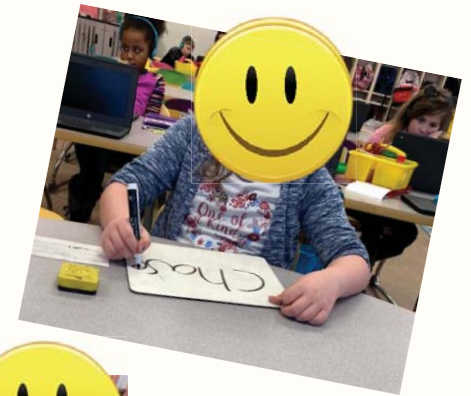
This game was set up with the same rules as the traditional "Rummy". The objective is to reinforce student knowledge that rhymes can be spelled different ways. Students like to participate because it has the setting of a game.



Amber Taylor

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# Guided Word Work



Guided word work activities are complete with me during our small group rotations. These activities change based on the need of the students in each group. With my low-level groups we do a lot of focus on beginning and ending sounds in words as well as sight word practice. In my average/high-average groups I work on phonics spelling patterns within words and any sight words they may still be working on.

# Independent Word Work



Independent word work activities are completed on a student's own during small group rotations. These activities are set up in a center format. For these activities, students focus on the current week's sight words or spelling words. There is also one center that is different each week that will focus on a different word work skill I feel may be needed for the entire class at the time. Such as, spelling patterns.

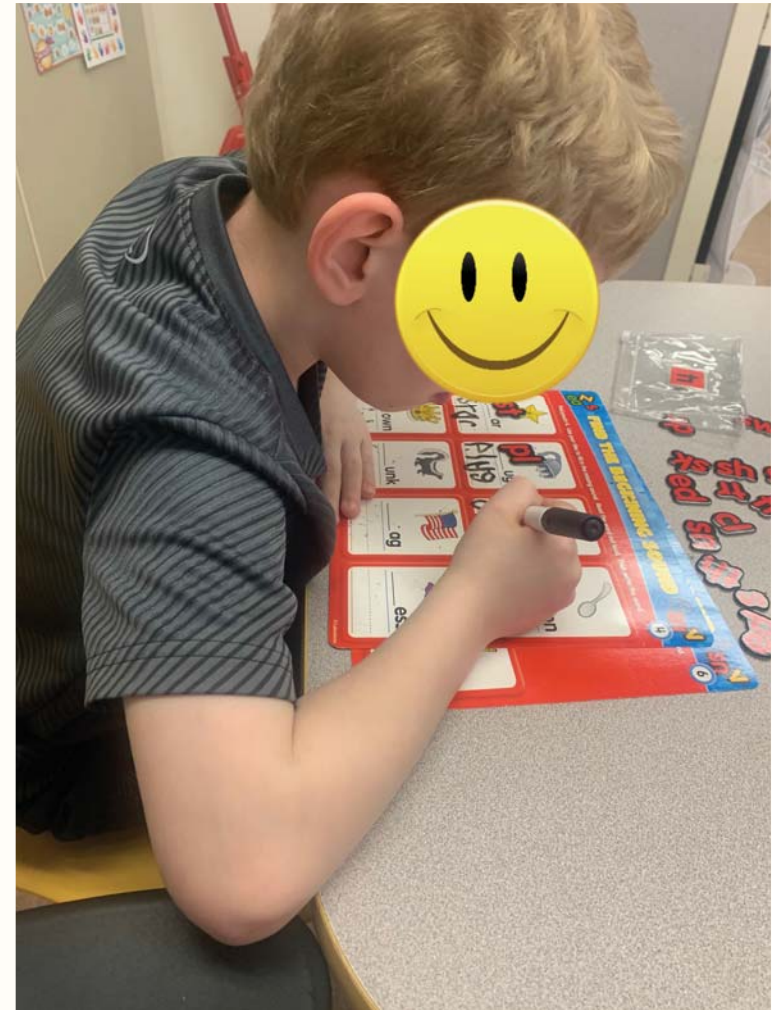
## Shake it & Make it

This is a word work activity based on Jan Richardson's *Guided Reading*. In this activity the teacher introduces new words to students. The students build the words with the teacher. The teacher will then take away letters asking "what is missing?" and the students respond with the missing letter. After doing this a few times students are instructed to "shake it and make it." They pick up their letters and mix them up and then rebuild the words from memory. This can be done with any level of student. I use cvc and sight words for my lower groups and words that have "hunks and chunks in them" for my higher groups.



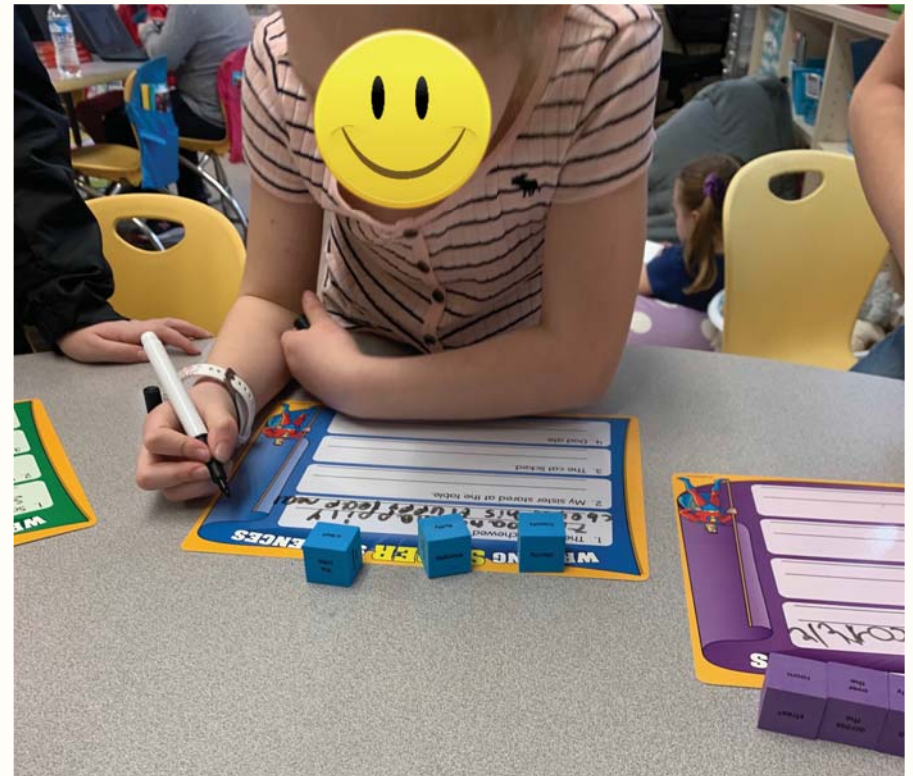
## Find the Beginning Sound

In this activity a student is using a Lakeshore learning mat. The student is given all parts of a word except the beginning sound. The student must sound out the word given to determine what the beginning sound for each word is. This can be done in variations of simple three letter words or with words that have blends, like pictures. While this mat came from a learning kit, it would be easy to make your own, or use sound boxes for this activity as well.



## Writing Super Sentences

In this activity a student is working on adding more details to sentences. This is an activity that I do with my high group students. They have dice that have adjectives on them. They roll the three dice and have to figure out how to use those adjectives to build "super sentences." This lesson is to teach students how to be more specific and descriptive in their writing. It's also a good way to focus on different parts of speech.





Genia Rose

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In my Focus Groups, there are four adults who each have a group of 6 students. They are grouped by ability according to the Early STAR Report.

Focus Groups-Phonics Card

In this group, students are working with an adult repeating the letter and sound. This is my lowest group and they do not know all the letters or the sounds they



Focus Group-Group Reading/Writing

In this group, a low-medium group, students work with the RTA Teacher to read a book and practice writing a one sentence summary grammatically correct with correct capitalization, punctuation, and spacing. In the second picture students are reading and discussing the book. The third, they are looking for word patterns.



## Sight Words Game

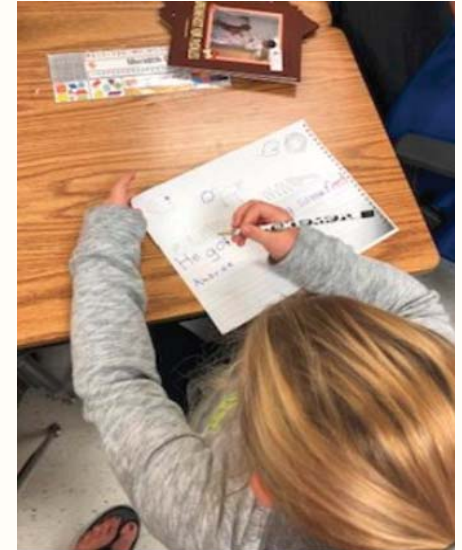
This game was similar to the CVC game in terms of how it's played, but this one focused only Sight Words. Students had to draw a card and immediately say the word.

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On a different day, students are working on the summary of the book. The RTA teacher is teaching them correctly letter formation, spacing between words, and capitalization and punctuation.

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## Whole Group-Phonics Dance

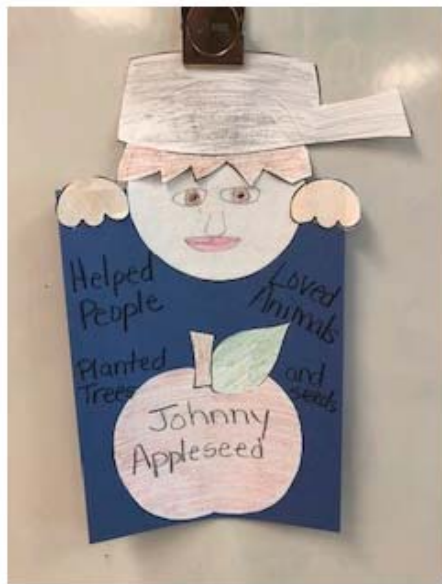
We listen to and sing along to the Phonics Dance. It is little chants that help students remember the sounds that go with each letter. It also includes the long and short sounds for each vowel. We also do the Hunks and Chunks Dance for blends.



## Shared Writing-Johnny Appleseed

After a unit on Johnny Appleseed, students identified character traits and I wrote them down. Then they made their own.

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## Word Families

Students spin cards to build words and identify the word family it belongs to.

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Kelly Sawyers

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# Word Study

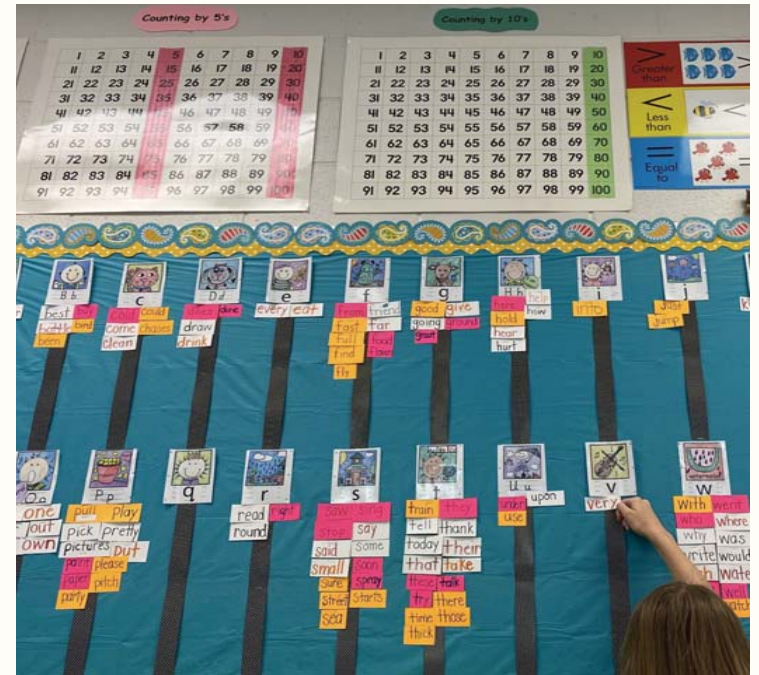
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- The teacher reviews spelling and/or sight words. Students are given magnet letters and a divided mat.
- Students are asked to think of words that have a similar sound to the word they are trying to make. What hunk and chunk do they have?
- Students can break apart the word in the divided space and create new words that rhyme.



# Word Sort

- Spelling and sight words students have been introduced to thus far in the year are wrote out on cards.
- Students sort these words based on their beginning sound to the correct letter on the Word Wall.
- Words are continually added to the wall all year and words can be replaced once mastered.
- This wall then becomes a resource for students to use in their writing.





Becky Barnett

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# Word Freeze

- During our small group time, we played a game called "Word Freeze." Each student gets a card. Students can trade cards, while music is playing. When the music stops, I pull a card that says, "Who has?'" If they have the card they bring it to me and then they get to the next card. This helps practice the vowel sound or hunk and chunk we are working on that week.



# Major Steps, Successes, & Struggles:

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## Major Steps:

Our major steps included giving our school-wide growth assessments and analyzing this data to see student achievement levels. We based our data off of MAP test scores as well as STAR test scores. We looked at individual student scores and created groups to be able to work with our students, as well as seeing what word work help our classes needed as a whole. Being able to adjust activities to meet student needs at different periods of time was another major step.

## Successes:

We all felt major success with implementing more word work activities in our classrooms. All students showed major growth, for some of us all of our students became independent readers before Christmas break. Students recognize spelling and sight words within text more often. Students have become better at writing and phonetically spelling out words. The hands on activities allowed teachers to see what students were fully capable of compared to computer interventions.

## Struggles:

Some of the struggles we faced were being able to build groups and stay fluid in the ability to switch them around when needed and scheduling. Low students in the class were being pulled for extra RTI, so the classroom teacher didn't get much time to work with them.

# Ideas for Next Year & Helpful Resources:

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## Ideas for Next Year:

As we all teach in different buildings and different students, we had a few different ideas on next year. For some of us we felt it may be better to limit the number of groups we created for our small group time. Some of us felt that it may be best to focus strictly on one or two word work activities for each leveled group and focus on mastery. Some wanted to find a way to implement more independent word work activities in their classrooms. Several of us intend on implementing more hands on activities next year as well.

## Helpful Resources:

- Jan Richardson's Guided Reading book and video lessons
- The Phonics Dance activities
  - Magnetic Letters
  - Sound Boxes
- Lakeshore Learning Centers
- Student-friendly word walls
  - Sight word cards
- White boards & dry erase markers
  - Writing Journals
  - RTA teacher

# Questions? Contact Us!

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