

Word Recognition: Phonics, Word Families

SPC ED 587

And the Research says. . .

- Ability to decode is NOT strongly linked to intelligence
- Working memory (short-term) <u>IS</u> a factor in being able to decode, as is development of phonological awareness.

 Connors et al. (2001)

Types of Word Recognition (Attack) Skills:

- Phonics teaching letter-sound relationships
- Onset/rime using word families approach to decode words
- Structural analysis identification of individual meaning elements
- **Sight words** high-frequency vocabulary words learned by memorization

Phonics is both

- knowledge of letter-sound relationships
- reading instruction that teaches students to make the connections between phonemes (sounds) and the graphemes (letters)

Phonics Instruction

- Analytic (implicit)
 Whole Part Whole
 sat /s/ sat
- Synthetic (explicit)
 Part whole
 s = /s/ /s/ /a/ /t/ sat
- Patterns (word families)

Effective Phonics Instruction

- Builds on students' prior knowledge of print functions
- · Is explicit, i.e., clear
- Is integrated into a comprehensive reading program focus on reading words **and** understanding (meaning) (not just drill & practice!)
- Is integrated with writing
- Starts with Assessment: determine what letter/ sound correspondences a student already knows before beginning instruction

Sequencing Levels of Difficulty

- Begin instruction with sounds in the *initial* position
 - cat, tan, map
- Then teach sounds in the *final* position
 - ca**t,** na**p**
- Then teach sounds in the *medial* position

 catnap,

One Suggested Sequence of Instruction

- 1. Letter Names/Phonemic Awareness
- 2. Initial consonants
- 3. Short vowels
- 4. Easy long vowels Final consonants
- 5. Initial-consonant clusters
- 6. Long vowels: final -e marker
- 7. Long-vowel diagraphs and trigraphs
- 8. Advanced consonant correspondences
- 9. R-controlled correspondences
- 10. Other Vowel correspondences

Venn Diagrams for Vowel Sounds: CVC vs CVCe sit hit kit kit site kite

On a Dry board, teachers can work with small groups to teach or review vowel sounds in the context of words. This type of comparison helps readers pay closer attention to the unique differences between words that, on a glance, look the same.

Format for Explicit Phonics Instruction

- 1. Bombard students with correct models.
- 2. Provide structured practice.
- 3. Assess learning using a phonics game (remember, assessment doesn't have to always be a formal testing situation!)
- 4. Provide opportunities for students to share what they've learned.

Word Families

- This approach has students break words into onsets (the part of the syllable that comes before the vowel) and rimes (part of the syllable that begins with a vowel); recognize similarities between words based on their rimes
- Example: -at family
 - batcat
 - tat
 - sat

Closed Word Sort (by rime)

/-ip/	/-eII/	/-op/
skip	fell	top
lip	tell	lop
sip	well	mop
drip	sell	drop

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Published Resources for Making Words Lessons (All by Patricia M. Cunningham)

- Making Words: Multilevel, Hands-On, Developmentally Appropriate Spelling and Phonics Activities
- Systematic sequential phonics they use for beginning readers of all ages. (Have this in Intern Library at UNM)
- · Making More Words
- Month-by-Month Phonics for First Grade: Systematic, Multilevel Instruction for First Grade (Month-By-Month)

Making Words

- A guided invented spelling activity which can be used at various levels to meet the needs of the readers.
- · Students will
 - Learn how to look for patterns in words
 - Learn how changing one letter or where you put a letter changes the whole word
 - Construct new words by manipulating and reordering a set of letters from another word (i.e., anagrams)
 - Use meaning clues and phonics patterns to make words

Materials

- Use the word list (or make up your own letters and words)
 - (a) words that you can sort for the pattern(s) you want to emphasize
 - (b) little words and big words so that the lesson is a multilevel lesson
 - (c) words that can be made with the same letters in different places (e.g., ten, net) so children are reminded that when spelling words, the order of the letter is crucial
 - (d) a proper name or two to remind them where we use capital letters
 - (e) words that most of the students have in their listening vocabularies.

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Making Word Procedures

- Teacher preparation:
 - Write all the words on index cards and order them from shortest to longest.
 - Place your set of large letter cards in a pocket
 - Make sure every child has a set of paper/ cardboard letters.

Making Words Procedures

- - Hold up and name the letters on the large letter cards, and have the children hold up their matching small letter cards.
 - Write the numeral 2 (or 3 if there are no two-letter words in your lesson) on the board. Tell them to take two letters and make the first word. Use the word in a sentence after you say it.
 - Have a child who has the first word made correctly make the same word with the large letter cards in the pocket chart. Encourage anyone who did not make the word correctly at first to fix the word when they see it made correctly.
 - fix the word when they see it made correctly.

 Continue having them make words, erasing and changing the number on the board to indicate the number of letters needed. Use the words in simple sentences to make sure the children understand their meanings. Remember to cue them as to whether they are just changing one letter, changing letters around, or taking all their letters out to make a word from scratch. Cue them when the word you want them to make is a proper name, and send a child who has started that name with a capital letter to make the word with the big letters.

Making Words Procedures

- · Instructional:
 - Before telling them the last word, ask "Has anyone figured out what word we can make with all our letters?" If so, congratulate them and have one of them make it with the big letters. If not, say something like, "I love it when I can stump you. Use all your letters and make "kitten."
 - letters and make "kitten."

 Once all the words have been made, take the index cards on which you have written the words, and place them one at a time (in the same order children made them) in the pocket chart. Have children say and spell the words with you as you do this. Use these words for sorting and pointing out patterns. Pick a word and point out a particular spelling pattern, and ask children to find the others with that same pattern. Line these words up so that the pattern is visible.

 To get maximum transfer to reading and writing, have the children use the patterns they have sorted to spell a few new words that you say.

Sample Lessons Sort: -ab (lab, tab) -at (sat, bat, at) -ast (last, blast) Secret Word (uses all the letters): blast

Letters:

Make:

- as

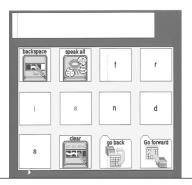
- lab - tab - sat

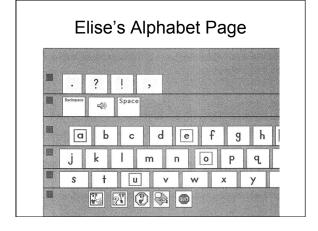
bats
 stab
 last
 blast

Word wall activities

- Blending: What word am I trying to say? Mmmmm/oooooo/p.
- Segmentation (first sound isolation): What is the first sound in mop?
- Segmentation (last sound isolation): What is the last sound in mop?
- Segmentation (complete): What are all the sounds you hear in mop?

Elise's Dynavox page





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IVIC	niig	Dig		UI US

u y I m

my ply toy yet pet met met pelt pony only type nylon penny money empty enemy lumpy plenty employ moment monument employment unemployment

- -ment (moment, monument, employment, unemployment)
- employment, unemployment)
 -y (my, ply, type, nylon)
 -y (pony, only, penny, money,
 empty, enemy, lumpy, plenty)
 -oy (toy, employ, employment,
 unemployment)
 -et (yet, met, pet)
 -elt (melt, pelt)

Secret Word (uses all the letters): unemployment

Word wall

- · Add new words from Making words to the word wall
 - My word wall book
 - http://classroom.jc-schools.net/read/wordwallbk.pdf

Connected text with making words

- Develop Sentences
- · Develop Poems
- · Read Books connected to the "Word"
- (i.e., Bat)

Connect to Listening Comprehension across the





- Curriculum
 One of the words from the making word activity.
 - · i.e., Bat
 - · Science: The students will learn about Bats, Clapper Rails, and ecosystems.
 - · Social studies: Friends, Civic Responsibility

Bad Words...

- · Don't make words we can't use at school
- That's a non-school word. We won't add it to the list.