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## And the Research says. . .

- Ability to decode is NOT strongly linked to intelligence
- Working memory (short-term) IS a factor in $\qquad$ 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
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- 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 - cat, nap
- 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


## 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
- bat
- cat
- hat
- sat

| Closed Word Sort (by rime) |  |  |
| :--- | :--- | :--- |
| $/$-ip/ /-ell/ /-op/ <br> skip fell top <br> lip tell lop <br> sip well mop <br> drip sell drop |  |  |

## 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) $\qquad$
- (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.


## 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 chart.
- Make sure every child has a set of paper/ cardboard letters.


## Making Words Procedures

- Instructional

Hold up and name the letters on the large letter cards, and have he children hold up their matching small letter cards.
Write the numeral 2 (or 3, if there are no two-letter words in your esson) 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 ix 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 hey are just changing one letter, changing letters around, or aking 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 end 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 say something like "I love it when I can stump you Use all your 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.

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## Word wall activities

- Blending: What word am I trying to say? $\qquad$ Mmmmm/oooooo/p.
- Segmentation (first sound isolation): What
$\qquad$ 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?


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## Making Big Words

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Letters: e e er e
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-ment (moment, monument,
employment, unemployment
-y (my, ply, type, nylon)
-y (pony, only, penny, money,
(tpty, enemy, lumpy, plenty)
-oy (toy, employ, employment,
-et (yet, met, pet)
-et (yet, met, pe
-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)
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## Bad Words...

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