

Foundational Skills

Dictation Routine 1

Sound-by-Sound Spelling

Purpose: Students segment sounds to spell words with the target sound/spelling.

1. **Review sound/spelling.** Review the target *in Word Builder on NReach.com Sound/Spelling Card*. Tell students that they will be spelling words with (identify sound).
2. **Say the word.** Say the first word.
3. **Segment sounds and identify sound/spellings.** Model how to segment the sounds in the word. Have students say the first sound in the word, match the sound to a **Sound/Spelling Card**, and identify the spelling.
4. **Write spelling.** Have students repeat the spelling and then write it. Repeat for the remaining sound/spellings in the word.
5. **Check and correct spelling.** Write the word. Have students check their spelling. If a word is misspelled, students should circle it and write it correctly.

Dictation Routine 2

Whole Word Spelling

Purpose: Students spell words to write sentences with the target sound/spelling.

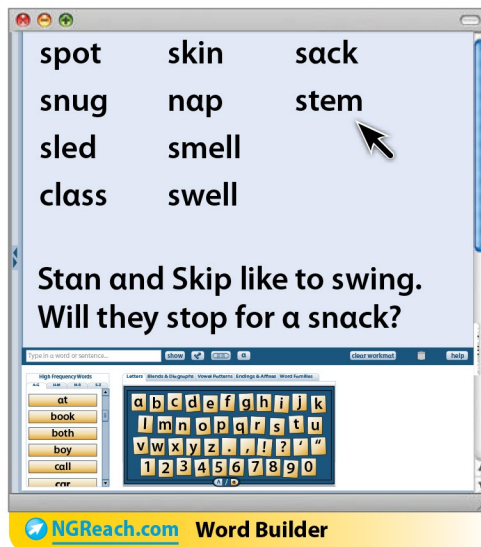
1. **Say a sentence.** Have students listen as you read the sentence.
2. **Spell words.** As you read the sentence slowly several times, have students write it.
3. **Check and correct spelling.** Write the sentence. Have students check their spelling. Students should circle any misspelled words and write them correctly.

Word Work Routine 1

Word Building

Purpose: Students use *Word Builder on NReach.com* to build and transform words. In the beginning of the year, you may want to limit the number of **Letter Cards** students work with at once.

1. **Build a word.** Say a word and ask students to make or spell it. Students should say the word slowly and place or write the spelling for each sound they hear.
2. **Self-check.** Circulate and check for accuracy. Then display the word and ask students to self-check.



Word Work Routine 2

Word Sorts

Purpose: Students sort words into categories based on sound and/or spelling patterns.

1. **Prepare.** Create word sort charts by drawing column lines on blank paper and making copies. Distribute and have students write key words or sort categories at the top of each column.
2. **Sort words.** Provide a word list or have students choose words to sort into the categories. Students write each word in the appropriate column.
3. **Read words aloud.** Have students read each group of words aloud. Ask them to tell what is the same about the words in each group.

Variations: Students can sort *Reach into Phonics Phonics Picture Cards* by beginning, ending, or middle sound. They can sort words by sound or by spelling pattern. Once students are familiar with sorting, they can do open sorts. In an open sort, students decide how to group the words.

Activities for Daily High Frequency Word Practice

Whole Group Practice: Word Wall



Post Words

After introducing new High Frequency Words, post the **High Frequency Word Cards** cut from the **Practice Masters** on a classroom Word Wall. Organize words by the sound of the first letter.

Sound Sort

Students take turns saying a sound, other students name the words on the Word Wall that start with that sound.

Random Reading

Point to words at random and have students read them aloud. Increase the pace as students gain familiarity with the words.

Word Sorts

Have students sort words by beginning letter, numbers of letters, rhymes, rimes, onsets, vowel sounds, or other categories.

Create Sentences

Post sentences with High Frequency Words. Read them aloud or have volunteers read them. Underline the High Frequency Word and have students place the matching High Frequency Word Card in the Pocket Chart.

I am a <u>mother</u> .	mother
I am <u>his</u> mother.	his
I <u>have</u> a mother.	have
I have a sister, <u>too</u> .	too
My sister <u>has</u> a mother and a sister.	has
<u>Find</u> the mother and her son.	find

Whole Group Games



Word Clues

Begin spelling a word from the Word Wall one letter at a time. Pause after placing each letter, give a clue to the word, and see if students can guess the word you are spelling. Students can respond with the correct answer orally, in writing, or by holding up individual **Word Cards**. Continue adding letters and clues until students guess the word. Clues can include number of letters, meanings, antonyms or synonyms, or sentence frames. This activity can be done with **Word Builder** or with **Letter Cards** in a pocket chart.

It has three letters.
It begins with *n*.
It rhymes with *blue*.
It completes the sentence:
I want to buy some _____ shoes.

new

Bop!

Organize students into two teams in front of the Word Wall. Give the first student on each team a cardboard tube. Read a word. The first student to bop the word with the tube spells and reads the word to score a point for that team. Play continues until all students have had a turn.



Build, Mix, Fix

Write or display a High Frequency Word. Have students build the word with **Letter Cards**. After all students have spelled the word, have them mix up their letters. Cover the displayed word and have students fix their word by putting the letters back in the correct order. Uncover the word and have students check and correct their work. Then chant the word's spelling. Continue with remaining words.

Toss and Spell

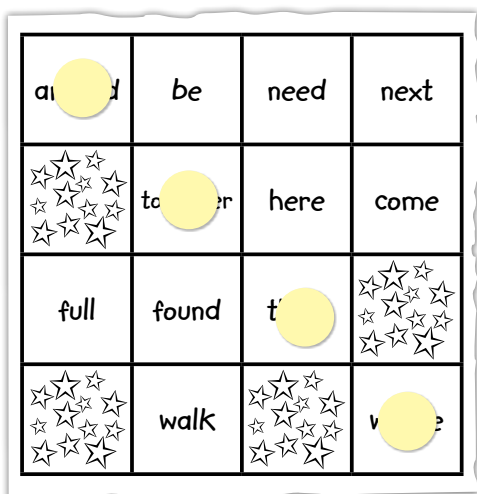
Use a bean bag and sit in circle. The first student says a High Frequency Word and its first letter, and tosses the bean bag to next student. That student says the next letter. Tossing continues until word is complete. The student who says last letter also uses the word in an oral sentence.

Whole Group Games, continued



Wordo

Create blank grids by drawing a grid like the one below and making copies. Distribute grids and game chips. (Depending on the number of words you are using, you may want to fill extra spaces with stars to show that they are bonus spaces.) Have students write the target words in random order on the grid. Shuffle the **High Frequency Word Cards** for the same set of words. As you call out each word, chant the spelling together and have students mark their boards. The first student to mark a 4-word row horizontally, vertically, or diagonally says “Wordo!” and play begins again.



Hopscotch

Make a hopscotch grid on the classroom floor with tape. Choose a Word Wall word and write one letter in each box of the hopscotch and the whole word at the top. Students hop and say each letter to spell the word and then say the word at the end. Repeat for additional words.

Small Group and Partner Games



Bang!

Place **High Frequency Word Cards** and three or four cards that say Bang! in a container. Have a small group of students pass the container and choose a card. If they can read the word and use it in a sentence, they get to keep the card. If they get a Bang! Card, they return all of their cards to the container.

Clues and Choose

Lay several **High Frequency Word Cards** face up on the floor. Have a small group of students sit in a circle around the cards. One student mentally chooses a word and gives a clue about it: *This word begins with a b.* The student can continue to give clues until another student selects the correct card. He or she gets to give the next set of clues.

Guess the Missing Word

Write sentences with the target High Frequency Words. Cover up the target word in each with a stick-on note. Work with a small group of students. Have students guess the word with no letters showing. Write 5 reasonable guesses out to the side. Uncover the onset and cross out any guesses that are eliminated. Make additional guesses if necessary. Show the whole word and help students confirm which guess makes sense and has the right letters.

Memory or Matching

Create two of each target **High Frequency Word Card**. Partners lay the cards face down and take turns turning up two cards. If the cards match, the student keeps the cards. If the cards don't match, the student turns the cards face down again and play continues. When all cards are matched up the student with the most pairs wins.

Word Hunt

Partners or small groups find words from the list in their reading selections or in print around the school or classroom.

Flashcard Routine

Use **High Frequency Word Cards** as flashcards. Show each card and have students read the word. If students can read the word easily the card goes in their pile. If they have trouble you keep the card. Review the tricky words in your pile at the end of the activity. (This game can be played one-on-one, with small groups, or as a whole group.)