

Four Block Literacy Strand – Working with Words

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Overall Purpose

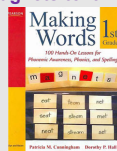
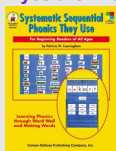
- “Learn to read and spell high-frequency words and patterns that allow them to decode and spell lots of other words” (Cunningham, Hall, and Defee, 1991)

Purposes

- Learn high frequency words needed for fluent reading with comprehension
- Teach how to decode and spell words they will use for reading and writing
- Develop an understanding of how words work (Erickson & Koppenhaver, 2007)

Making Words Lessons

- Making Words activities as part of Working with Words of support writing using alphabet flipbook; invented spelling
- Expo Neon Dry Erase Board from Amazon
- Eyes are like magnets to it



Making Words Lessons

- Teach how to recognize spelling patterns in words and recognize the differences when single letter is changed (Cunningham and Hall)
- ***Brains are pattern detectors
- Cannot spell through memorization of list of words
- Need to include letters of the alphabet

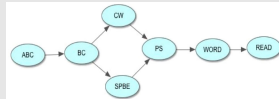
First hand experience

- Seen the impact that Making Words lessons (when completed consistently) have had on writing, specifically spelling
- Transitioned from invented spelling towards conventional spelling

Beginning Reading Model

- Mirrors progression of beginning writing that typical children go through with pencil and paper.
- Individuals with RTT are following this progression in their invented spelling.
- Source:
<http://dsrresources.pbworks.com/w/page/70110496/Words%20Instruction>

(Morris, et al., 2003)

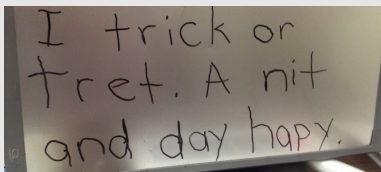


Progression seen in Spelling

- **Alphabet knowledge (ABC)** – familiarity with letters of the alphabet – ones that are meaningful to them – not start with ABC but first letter of name, family members, friends, favorite TV show (D for Dora)
- Start to spell/write with beginning letter of name and beginning letters of familiar words (**Beginning Consonants – BC** in Beginning Reading Model)
- **Spelling beginning and ending sounds (SPBE)** in Beginning Reading Model) and **CW (Concept of Words)**
- **Phoneme Segmentation (PS)** - Pay attention to middle of words and visually process them as words read aloud to them; start seeing these in writing

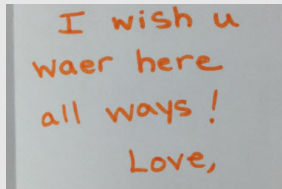
Writing – 9 years old October 31

- Tobii C12 with CEye Module for 3 years
- Started with “hg” for “hug” – SPBE – Spelling Beginning and Ending sounds
- Spelled using alphabet flipbook with partner-assisted scanning



Same girl – 9 years old December (same year)

- Spelled using alphabet flipbook with partner-assisted scanning (just like the other girls in the videos)



I wish u
waer here
all ways!
Love,

Making Words – Initial



Making Words – 1 year later

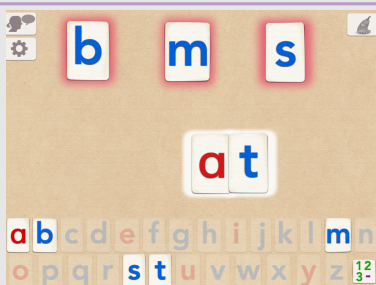


Word Wizard

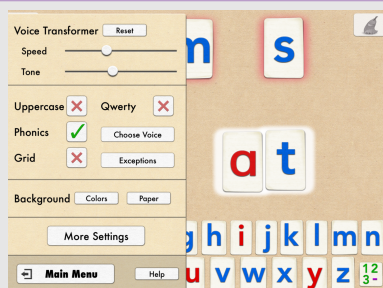
- Talking Moving Alphabet
- Cost: \$2.99; Amazing app!
- For Making Words Lessons – says letter sounds
- Create users and generate reports
- Must buy!
- Sounds out letters and parts of words phonetically



Word Wizard



Word Wizard - Settings



More Detailed Example



Word Wall Lesson

Lessons 6-10
Letters and Sounds: i (as in it); c f g r w

Lesson 6

Letters: i g n s w
Words: is in win wig wigs wins sing wing wings swing

- From: **Systematic Sequential Phonics They Use**, Patricia Cunningham © 2000
- Great starter as detailed instructions for every lesson; then move onto **Making Words** books
- See **Resources** slide for Availability

Word Wall Lesson

1. Take 2 letters and make **is**. (NAME) is a fast runner.
2. Take the **s** away and add a different letter to make **in**. We are in school.
3. Add a letter to spell **win**. We want our team to win.
4. Take the **n** away, add a letter, and you can spell **wig**. Do you wear a wig?

- **Source:** **Systematic Sequential Phonics They Use**, Patricia Cunningham © 2000
Publisher: Carson-Dellosa Publishing Co., Inc.
- See **Resources** slide for Availability

2- Sorting

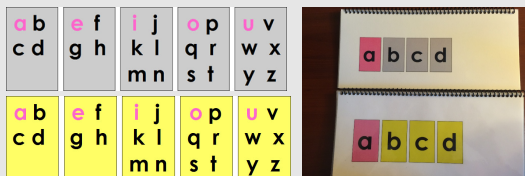
- Rhyming or spelling pattern (2 to 3 different columns)
- Also sort by word length, beginning sounds
- Present word from lesson on card
- Don't say word presented on card – say anchor words at top of columns
- Compare and contrast – reading; focus visually on spelling pattern
- Does it go here or here - PAS

2- Sorting

is	sing	win
in	swing	wins
		wig
		wigs
		wing
		wings

- Source: Systematic Sequential Phonics They Use, Patricia Cunningham © 2000
Publisher: Carson-Dellosa Publishing Co., Inc.

Alphabet Flipbook - Transfer



- Adapted from Gretchen Hanser's Alphabet Flipbook;
- Also available in uppercase for younger children or those without previous exposure to the alphabet

Word Wall


Take-Home Word Wall After Lesson 10	
A a at* and* am*	I i if in* is it*

- Chant – 3 words from Word Wall am – a-m, am, (Model spelling on device; show where to find on device) – text only
- Source: Systematic Sequential Phonics They Use

Word Wall Activities

- Rhyming – find word on Word Wall that rhymes with “cat” “ham”
- Chant – 3 words from Word Wall am – a-m, am, (Model spelling on device; show where to find on device) – text only
- Guess the covered word wall word
- Source: Systematic Sequential Phonics They Use, Patricia Cunningham © 2000
Publisher: Carson-Dellosa Publishing Co., Inc.


Sentence Activities


- Compare/contrast
- Picture and Simple sentence
- Nemo’s fin is small. 
- Show two words from word wall that will help figure out the underlined word.
- “it” and “in” (but don’t say them – want to read words and compare/contrast to help with decoding) – transfer to Guided Reading

Resources

- Can rent from www.chegg.com

Systematic Sequential Phonics They Use 1st edition
For Beginning Readers of All Ages



Includes:  **Satisfaction guarantee**

ISBN: 0357145511
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Authors: Patricia M Cunningham, Patricia Cunningham, Patricia Mear Cunningham, Joey Brand, Tracy Solos

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