

Tier 1 Word Study #2: Closed & Rule-Breakers

Agenda

1. Debrief: how's it going?
2. Review of Vowels/Consonants & Module 1 – closed syllable
3. Intro, modeling, practice of modules 2 & 3 – closed/closed
4. Intro, modeling, practice of word study checks

There are 6 basic syllable types in written English:

- closed
- vowel-consonant-silent e
- vowel team
- open
- r-controlled
- consonant –le

Materials for Each Participant to Bring to Each Training

- AWS General Instructions
- white board, marker & eraser
- word cards for module for that training
- 2 index cards
- pointer or mechanical pencil
- spelling notebook

Word Bank

- Begin with Vowel Sound cards (*practice*).
- Add digraphs and blends as needed (*add to deck*)
- Use physical “think-say” prompts. Vary your pace!
- Sort into 2 piles: ok & needs work. Review “needs work” pile.

Review: Vowels or Consonants

- Demonstrate “*resplendent*” to illustrate the strategic use of knowing which letters are vowels and which are consonants.

Play: Name the Vowels; Name the Consonants

1. Write *cup* on the board.
2. Say, **This word is *cup*. What word?**
3. Say, **Name the vowel. Think! Everyone?**
4. Say, **Name the consonants.** Point as they name. **Are ___, ___ and ___ vowels or consonants?**
5. Repeat with *shrimp, tooth, brake, special*.

- Play: Vowel or Consonant?

1. Write *red* on the board.
2. Say, **When I tap a letter, tell me “vowel” or “consonant.”**
3. Hover your marker over a letter. Then tap. Students respond chorally. Continue with all letters in the word.
4. Continue with *chant, boat, speed, mountain*.

- use similar activities for Blends & Digraphs & put these in Word Bank for drill

Closed Syllable

1. MOST IMPORTANT: There is only ONE vowel.
2. That vowel is “closed in” on the right by one or more consonants.
3. No onset is needed (e.g., and, it).
4. This orthographic pattern makes the vowel “short.”

---from “content” to “incandescent”

Modeling & Guided Practice with Closed Syllables

- Review lesson plans, inventory for module 1.
- Model with students:
 - WBW
 - Sort
 - Tap & Read
 - Sort

- Find, Write & Read
- Spelling
- Word Study ✓
- Participants practice each activity above with peer.

Module 2: Closed Rule-Breakers

- only 5 rule-breakers: -ind, -ild, -old, -olt, - ost
- when you get to this module add rule-breakers to Word Bank

Modeling & Guided Practice with Closed Rule-Breakers (Module 2)

- plan LP with Day 1 intro lesson words
 - WBW (4-5 words every lesson!)
 - Tap & Read, Find Write & Read
 - Spelling
- participants practice each activity above with peer

White Board Work – Every Lesson

- Remember that you should do at least 4 White Board words to begin each lesson!
- **You** write the word on the white board and ask questions. Students do **not** write the words during WBW.
- All students respond chorally.

Trouble within syllables? Use tapping!
 Trouble across syllables? Use scooping!

Moving Ahead in the Modules: Word Study Check

(3 Low-Average Students must pass to move to next module)

1. Use a randomized deck of at least 40 words from current module. Do not use 'other' words in word study check. Set timer for 1 minute.
2. Flash cards to student. Sort into 2 piles: Correct/automatic and Incorrect/>3 second hesitation.
3. **1 syllable words:** student must read at least 35 correct with no more than 3 errors in 1 minute to pass.
4. **>1 syllable words:** student must read at least 30 correct with no more than 3 errors in 1 minute to pass.
5. At least 3 of your lower readers must pass word study check to proceed to next module. Just pull a student aside here and there. Be sure to record the data.

Expectations: Tier I Advanced Word Study Certification

- Use AWS with whole class **daily** for 20 minutes.
- Weekly LPs (minimum of 25 each required).
- Attend 8 half-day clinical trainings.
- Be observed 1:1 in classroom 6 times (20 min. observation followed by 10 min. debrief).
- Earn "satisfactory scores" on at least 2 observations with 1 satisfactory score earned on the last observation.

When Your UURC Observer Arrives, Please Have Ready:

- your binder of LPs
 - a hard copy of that week's LP
- Note: 1st observation will be "feedback only"

University Credit

University Credit is available; not mandatory. Cost: \$300 for 3 continuing ed credits. Register with Linda Jensen (801-265-3951 or linda.jensen@utah.edu) by October 31st.

For syllabus, see:

<http://www.uurc.utah.edu/UStudents/UCourseSyllabi.php>

EDU 6650-030: Tier I Instruction for Improved Word Recognition & Fluency.

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