UURC Word Study Wisdom

1. Think of Word Study as musical scales or athletic drills for reading. Your students need to become <u>automatic</u> at identifying and spelling words, and you can help that happen by being well-prepared, succinct in your verbiage, consistent with your prompts, positive, and enthusiastic.

2. The Word Study Sequence targets your students' <u>instructional level</u> and provides just the <u>right amount of challenge</u>. That in itself is motivating. And, if you keep your pacing brisk and enthusiastic, most students will respond in kind.

3. This is your students' time to be immersed in high-quality, research-based instruction designed to help them 'break the reading/spelling code.' There is an inverse relationship between the amount of time you talk and the amount of time students read and spell words. Consciously <u>reduce/limit the amount of 'teacher talk'</u> you allow yourself.

4. Your Word Study <u>prompts</u> should be succinct and consistent to let your students know exactly where you want them to be (location) and what you want them to do (behavior). Unless otherwise specified all students always respond <u>chorally.</u>
    Example: **"Start at the top. Voices together."**
    Example: **"Watch my pencil. The vowel pattern is...?"**

5. Set <u>high expectations</u> for <u>academic language</u> and good manners by modeling both for your students. Ask your students to use both as often as possible.
    Example: **"Justify that, please!"**
    Example: **"Thank you for helping make our matrix."**

6. As you and your students proceed, utilize your <u>ES Word Study Sequence</u> to determine which anchors and cards to pull from your kits.

7. <u>Tapping</u> is a very important word identification strategy. Again, your modeling, guidance, and enthusiasm can play a large part in helping your students to adopt this reliable method for successfully reading unfamiliar words.

<u>Definitions</u>

A, e, i, o, and u are always **vowels** *in written English. When 'y' begins a word or syllable, it is a consonant (e.g.,* **y***ellow, back***y***ard), but positioned at the end of a word, it is a vowel (e.g., 'happ***y***,' 'cr***y***').*

All other English letters are **consonants***. The acronym CVC refers to a 3 letter word that begins with a consonant, has a vowel in the middle position, and ends with a consonant (e.g., cup, sit, mom).*

A **phoneme** *is the smallest sound in a language that can be spoken. For example /p/, /ch/, /m/, and /ā/ are phonemes used in spoken English. Backslashes surrounding a letter indicate sound, not the letter name.*

A **grapheme** *or* **letter** *is a symbol for a phoneme (e.g., 'p,' 'ch,' 'm,' and 'a,' 'ay,' 'ai' are graphemes).*

An **onset** *comes before the vowel in a single syllable. For example 's' is the onset in '***s***ad' and 'st' is the onset in '***st***op.' Not all syllables have an onset (e.g., 'at,' 'is,' 'own').*

A **blend** *refers to two consonants in sequential position with each consonant retaining its own sound (e.g.,* **fl***at, be***nd***). When tapping a blend, each sound receives its own finger tap.*

A **digraph** *refers to two letters in sequential position that combine to make only 1 sound (e.g.,* **ch***in, hu***sh***, se***a***t). A digraph receives only 1 finger tap.*

Vowel Patterns & Related Vowel Phonemes

Core A Patterns:

a-consonant says /ă/   ex.: hat, map
a-consonant-e says /ā/   ex.: name, lake
a-r says /r/   ex.: jar, farm
a-i says / ā /   ex.: rain, tail

Core I Patterns:

i-consonant says /ĭ/   ex.: pig, lip
i-consonant-e says /ī/   ex.: bike, five
i-r says /ur/   ex.: girl, dirt
i-g-h says / ī /   ex.: night, light

Core O Patterns:

o-consonant says /ŏ/   ex: mom, pot
o-consonant-e says /ō/   ex.: rope, nose
o-r says /or/   ex.: horn, fork
o-a says /ō/   ex.: soap, road

Core E Patterns:

e-consonant says /ĕ/   ex.: web, bell
e-e says /ē/   ex.: feet, seed
e-r says /ur/   ex.: her, germ
e-a says /ē/   ex.: leaf, heat

Core U Patterns:

u-consonant says /ŭ/   ex.: sun, cup
u-consonant-e says /ū/ or /oo/   ex.: cute, dude
u-r says /ur/   ex.: fur, burn
u-e says /oo/   ex.: glue, true

Alphabet Firming:
Early Steps^{SM} Small Group Word Study

If assessment shows that your students can readily **identify** all 52 upper and lower case letter names and related sounds, skip this portion of ES word study. Don't worry about lack of firmness in writing letters, you can choose words during spelling for that purpose.

If your students cannot identify at least 16 lower case alphabet names and/or sounds, do not begin ES Word Study. Instead, focus on building alphabet knowledge and phonological awareness until they reach this benchmark.

If your students are somewhere within the range described above, use small groups and the activities below (along with others) to help them "firm up" their alphabet knowledge.

1. Make a list of the letter names and sounds that your students have not mastered. Pull the upper and lower case cards for 1 of these letters from your word study kit.

2. Select 2 letter names/sounds that your student has already mastered. Pull those cards from your kit.

We encourage you to improve your Alphabet-Firming instruction by viewing videos of these procedures at www.uurc.org/Educators/Videos

ES Rainbow Match
1. Place all 6 alphabet cards **face up** and arrange them in the shape of a rainbow on the table in front of the students.
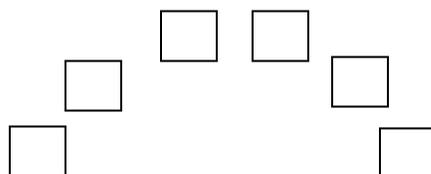
2. Point to a card over and say, **"The name is ___. Repeat."** Students respond. Say, **"The sound is /__ /. Repeat."** Students respond.

2. Flip the cards **face down**, put them back in a rainbow and say, **"Your turn! Flip a card and tell me the name and the sound."** Students take turns flipping cards. All students respond to each card with, **"The name is ___. , "The name is ___. The sound is /__ /."**

3. Say, **"When you flip a card, move it over here and let's make a column for the upper case letters and another column for the lower case letters.**

4. The students should continue flipping cards, saying the letter name/sound, and placing them in columns until they form a 2x3 matrix as below:

J j

E e
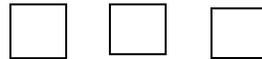
R r

ES Alphabet Memory

1. Ask a child to help you flip the alphabet cards facedown and mix them up.

2. Arrange the cards into a 3x2 matrix.

3. All of the students play against you. Let the students play first. Say, **"Pick a card and flip it over."** A student chooses a card, flips it over in its same place

4. Say, **"The name is ____. The sound is _____."** All students respond by saying the name and the sound.

5. Same student repeats process for a second card.

6. If the cards have the same letter, the students say, **"We have a match!"** and the player takes those cards out of the matrix. If the 2 cards do not match, the player flips them over and leaves them in the matrix. No re-mixing the cards at this point—it prolongs the game unduly.

5. If there was a match, another student flips cards and you lead the choral response by saying, **"The name is ___. The sound is ____."** If there was no match, say **"My turn."** Flip a card. Lead the choral response each time.

A match allows the player to take another turn. *You should try to lose whenever you play Memory, but do so convincingly!* ☺

First Phoneme Picture Work: Early Steps℠ Whole Class Word Study

Requirement: students must know at least 16 lower case alphabet names and/or sounds to begin Word Study.

We encourage you to improve your First Phoneme instruction by viewing videos of these procedures at www.uurc.org/Educators/Videos

Materials:
- document camera
- pencils for students; pencil for teacher
- B, M, S picture cards (see ES Sequence for order)
- student spelling notebooks with S1 lined paper, lined white boards, or
  S1 lined paper inside a page protector

Use the following sequence in this order for every lesson:
 1. Sort   2. Fast Pencil   3. Memory   4. Spelling

Day 1: ES Picture Sort

1. Show your students the picture cards for B, M, and S, one at a time. Ask, **"What is this?"** for each card. Put aside those cards that your students do not have in their vocabularies. You will not use those cards.

2. Display B, M, and S anchor cards horizontally next to one another.

| Bb | Mm | Ss |

3. Point to each anchor and ask, **"What sound does ____ make? "** Students respond chorally. Don't worry about letter names.

4. Show students a 'm' picture card to the class. Ask, **"What is this?"** Students respond chorally. Then ask, **"Does this go under /b/, /m/, or /s/?** (pause) **Everybody?"** Students should say, **"/m/."**

| Bb | Mm | Ss |

(moon picture card under Mm)
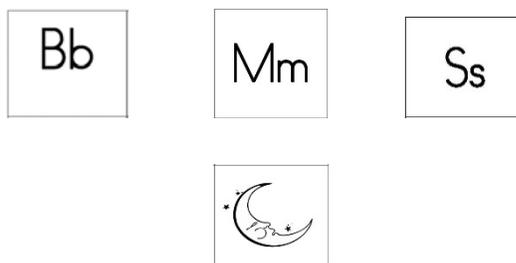
5. Place the picture card and say, **"Watch my pencil. My turn"** Point to the anchor, say **"/m/"**, then point to the picture card and say **"moon."**

6. Say, **"Your turn. Voices together."** Students chorally say, **"/m/"**, **"moon"** while the teacher points to each card.

7. Show students a 'b' picture card and ask, **"What is this?"** Students respond chorally. Ask, **"Does it go under /b/, /m/, or /s/?** (pause) **Everybody/"** Students respond chorally, **"/b/."**

8. Place the picture card and say, **"Watch my pencil. My turn"** Point to the anchor, say **"/b/"**, then point to the picture card and say **"bird."**

Say, **"Your turn. Voices together."** Teacher points to the anchor as the students say just its sound, then points to the picture card as the students say the names of the items chorally.

7. Continue as above in random order. You can stop using **"My turn. Watch my pencil."** and modeling once students know the procedure. Just use **Your turn. Voices together."** and point down the column for them.

8. If your students can chorally respond down the columns easily, build a 3x4 matrix (maximum).
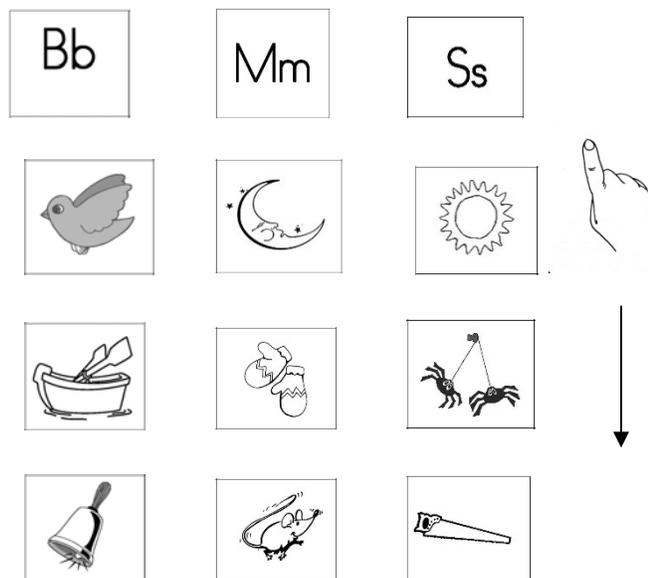
Student difficulty placing pictures under correct anchors? Show students how to stretch or bounce the beginning sound of the item in the picture (e.g., mmmmm-op, b-b-b-b-ook). After 3 tries, try again next lesson.

Remember! When you show your students a picture card, ALWAYS ask, "What is this?" The students need to feel the word's pronunciation in their own mouths to be able to "pull off" the first phoneme.

Day 2+ ES Picture Sort

When your students can sort and spell/produce the first phoneme such that a majority of the class is approximately 85% accurate with first sounds, retire those cards and pull out the next cards specified in the ES Sequence.

Don't worry that your students may have only seen 3 pictures from the set—if they can discern the first phoneme (indicated by their ability to Sort) you can move on. Depending on students' success, you may retire 0, 1, 2, or 3 anchor/picture sets per day.

Anchors and cards should be repeated if the majority of the students have difficulty Sorting. You may keep a particular anchor/card set over the course of several days (e.g., Jj, Yy, and Ww are notoriously difficult).

Ask the students to begin the Sort by chorally saying the <u>sound</u> (not the letter) of each displayed anchor card as the teacher points.

Most students learn to sort Picture cards easily during the 1st lesson. On Day 2, the class may be able to read down the column without any modeling on your part.

Additional Notes:
- *Gradually invite multiple students to come to the document camera to place the cards.*
- *The student who sorts the card should point as the class chorally responds down the column.*
- *Ensure you are choosing new students each day.*
- *Prep your strugglers ahead of time by giving them a card early so they have time to figure out placement.*

ES Picture Fast Pencil

1. Say, **"My turn. Watch my pencil."**

2. Point to a picture and say the name of the item and then say its first sound (e.g., moon…/m/). Continue in this manner with a few more pictures.

3. Say, **"Your turn. Voices together."** Point to various pictures in random order. The students chorally tell you the name of the item and its first sound for each card.

3. Continue in this manner for 4 or 5 cards (maximum).

Note: on subsequent days, you won't need to use **"My turn. Watch my pencil."** Just use **"Your turn. Voices together."**

ES Picture Memory

- *Model for the whole class how to play the game with one student. You may have to model procedures over multiple days.*
- *Transition to students playing in pairs.*

1. Say, **"Flip all of the cards over** (including anchors) **and mix them up."**

2. Arrange the cards back into a matrix.

3. Let the student play first. Say, **"Pick a card and flip it over."** The student chooses a card, flips it over in its place. Say, **"What is that?"** Whole class responds by saying the name of the picture. Do the same for a second card.

4. If the items in the pictures have the same first sound, the player says, **"I have a match!"** and takes those cards out of the matrix. If the cards do not match, the player flips them face down and leaves them in the matrix. No re-mixing the cards at this point—it prolongs the game unduly.

5. For all kinds of obvious reasons, do not allow extra turns for matches when students play against each other—only when they play against you. The player with the most matches wins the game.

Note: You should try to lose whenever you play Memory, but do so convincingly! ☺

ES Picture Spelling

1. For Lesson #1, show students how to number their spelling papers 1-4, skipping lines in between.

2. Choose 4 picture cards you used in the Sort.

3. Show the students a picture card. Ask, **"What is this? "** Students chorally respond. Ask, **"What is the first letter to write for _____? "**

Students write ONLY the first letter. Got that? Students write ONLY the first letter! They will want to write more. Don't let them. These pictures were chosen for their initial phonemes—not for whole word spelling.

Teacher moves about as students write to correct errors immediately.

4. Continue as above for remaining 3 picture cards.

Moving Along in ES Picture Work

When the majority of your students have demonstrated 85% accuracy with all Picture sets, conduct another letter name and sound assessment (see UURC Early Reading Inventory on-line at www.uurc.org.Educators/Resources and continue or discontinue Alphabet Firming with some students as indicated).

Either way, proceed immediately to Onset-Vowel Work (see ES Sequence). Your students can handle Onset-Vowel Word even if they are still firming up a few alphabet concepts.

Onset Vowel Work (1 dot words): Early Steps^{SM} Whole Class Word Study

Materials:
- document camera
- pencil for student; pencil for teacher
- 'man' and 'sad' anchors & related word cards
- student spelling notebooks with S1 lined paper, lined white boards, or
  S1 lined paper inside a page protector

We encourage you to improve your Onset Vowel instruction by viewing videos of these procedures at www.uurc.org/Educators/Videos .

Use the following sequence in this order for every lesson:
 1. Sort   2. Fast Pencil   3. Memory   4. Spelling

Day 1: ES Onset Vowel Sort

1. Display 'man' and 'sad' anchor cards horizontally next to one another.

2. Point to each card with your pencil and say, **"This word is 'man.' What is this word?"** Students answer chorally.
Do the same for 'sad.' Say, **"If you forget, the picture will remind you."**

3. Point to the 'm' in 'man.' Say, **"This letter is 'm.' What is this letter? "** Students answer chorally. Do the same for 's' in 'sad.'

4. Display the 'map' card in front of the class. Point to the 'm' in the word 'map.' Ask, **"Does this go under 'man' or under 'sad'?** (pause) **Everybody?"** Students respond chorally and you place the card.

Do NOT ask (or allow) students to read the new card first. They use the support of the anchor to read down the column.
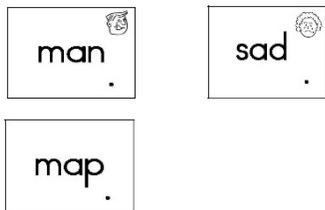
Difficulty? Point out that both words start with 'm,' so the new card goes under 'man.'

5. Say, **"My turn. Watch my pencil."** Read down that column aloud, being sure to slide your pencil above the word as you say it. Touch your pencil deliberately above the last letter in each word and emphasize that sound with your voice. Practice this before you work with students. Almost everyone does this wrong initially. It's important to model this correctly!
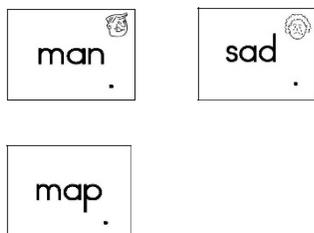
6. Say, **"Your turn. Voices together."** You point down the column as students read chorally and emphasize the last sound.

7. Show another card and ask, **"Does this go under 'man' or 'sad'?** (pause) **Everybody?"** Students respond chorally and you place the card.

Do NOT ask (or allow) the students to read the new card first. They use the support of the anchor to read down the column.

8. Say, **"My turn. Watch my pencil."** You read down just that column aloud, being sure to slide your pencil above the word as you say

it. Touch your pencil deliberately above the last letter in each word and emphasize that sound with your voice.

9. Say, **"Your turn. Voices together."** Students chorally read down just that column as the teacher points. Encourage the students to emphasize the last sound in each word (e.g., ma**p**).

Difficulty? Model just that column again with your voice and pencil.

10. Continue with additional cards as above and in random order. Always begin by asking, **"Does this go under 'man' or 'sad'?** (pause) **Everybody?"** Students respond chorally and you place the card.

On Day 1, for each new card, you will want to use **"My turn. Watch my pencil."** and model just that column with your pencil. If your students read the words easily, build a 2x4 matrix on Day 1.
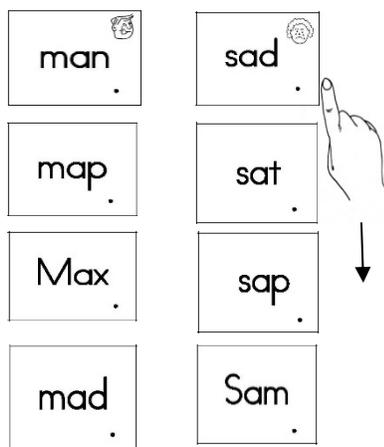
However, some classes may only be able to handle a 2x2 matrix on the 1st day.
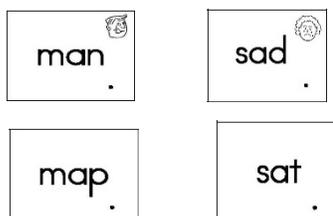
That's ok. Over successive lessons, you can expand to a full 2x4 matrix, and then to a 3x4 matrix (see ES Sequence).

Day 2+ ES Onset Vowel Sort

Always use the same anchor cards in the order suggested by the ES Sequence. Ask the students to begin the Sort by chorally reading each anchor card as you point.

The cards you choose to fill out the Sort should reflect the students' instructional level (i.e., 85% success – 15% challenge). Some cards may need to be re-used because the students had difficulty, or all may change daily to reflect the students' success.

Always begin by showing a card and asking, **"Does this go under 'man' or 'sad'?** (pause) **Everybody?"**

You can stop using **"My turn. Watch my pencil."** and modeling once most students can read down a column quite easily as you point . Then you can just use **"Your turn. Voices together."** but be sure to continue pointing down the column for them as they read.

If more than a few students struggle reading down the column, simply model as in #5 and #6 above.

Additional Notes:
- *Gradually invite multiple students to come to the document camera to place the cards.*
- *The student who sorts the card should point as the class chorally reads down just that column.*
- *Ensure you are choosing new students each day.*
- *Prep your struggling students ahead of time by giving them a card early so they have time to figure out placement.*

ES Onset Vowel Fast Pencil

1. Say, **"When I tap my pencil, everybody please say the word."**

2. Hover your pencil above a word, then tap your pencil on the word. Students respond chorally.

3. Do this for 2-3 words in random order.

4. The first time you point to a word that the students cannot identify, it is time to teach <u>tapping</u>, a very important blending strategy for beginning readers. Read the directions below and practice ahead of time so that you are ready when opportunity strikes!

<u>Directions for Teaching Tapping</u>:

5. Introduce tapping without word cards. Hold up your right hand and wiggle your right thumb. Say, **"My thumb is 'home base.' All of the fingers want to touch home base."** Ask the students to do the same.

6. Show your students how you can tap each finger to the thumb individually (left to right, from forefinger to pinky), **saying "Tap. Tap. Tap. Tap."** Then, pinch all 4 fingers to the thumb to finish.

7. Ask your students to practice until each one can do this reasonably well. Teacher provides feedback as students practice.
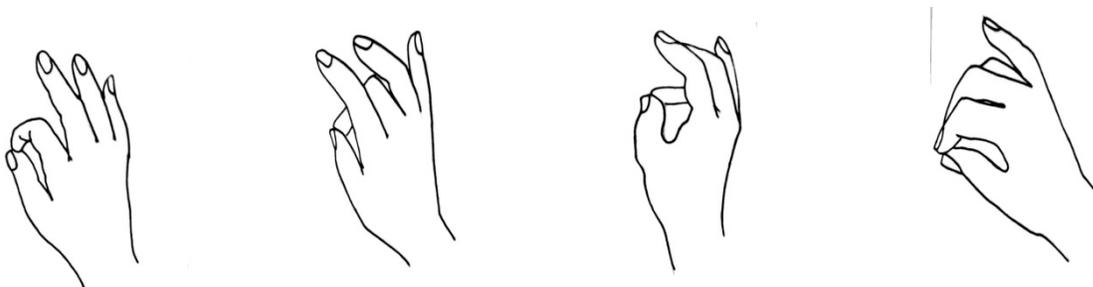
1. tap forefinger   2. then, middle finger   3. then, ring finger   4. then, all 3 at once

8. Next, hold your right hand below a CVC word card (e.g., sad) and show the students how you can tap each sound in the word, 1 finger at a

time, and then say the whole word while joining all the fingers at once to the thumb. Teacher monitors as students practice.
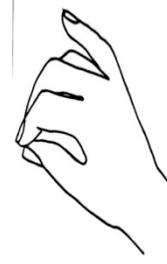
1. /s/	2. /ă/	3. /d/	4. sad

9. From now on, when you play Fast Pencil or Memory and the students cannot readily identify the word, instruct the students to **'tap'** as described above.

10. Initially, play Fast Pencil for 2 or 3 cards and gradually increase to 4 or 5 cards (maximum) over subsequent lessons as the student becomes more capable.

ES Onset Vowel Memory
- *Model for the whole class how to play the game with one student. You may have to model procedures over multiple days.*
- *Transition to students playing in pairs.*

1. Say, **"Flip all of the cards over** (including anchors) **and mix them up."**

2. Arrange the cards back into a matrix.

3. Let the student play first. Say, **"Pick a card and flip it over."** The student chooses a card, flips it over in its place. Say, **"Tap that word, please."** Whole class responds by tapping and saying the word. Do the same for a second card.

4. If the words have the same onset, the player says, **"I have a match!"** and takes those cards out of the matrix. If the cards do not match, the player flips them face down and leaves them in the matrix. No re-mixing the cards at this point—it prolongs the game unduly.

5. For all kinds of obvious reasons, do not allow extra turns for matches when students play against each other—only when they play against you. The player with the most matches wins the game.

Note: Eventually, students will be able to read words during Random Check and Memory without tapping. After that point, just suggest tapping when they struggle.

*Note: Onset-Vowel Memory does **not** require Justification. More on this later!*

Note: You should try to lose whenever you play Memory, but do so convincingly! ☺

ES Onset Vowel Spelling

1. For Lesson #1, show the students how to number their spelling papers 1-4, skipping lines in between.

2. Choose 4 word cards you used in the Sort. Choose 2 easier words, and 2 words that provide a bit of a challenge.

3. Use the following instructional prompts and procedure:
> - say the word
> - use the word at the end of a short sentence
> - ask **"What word?"** Students chorally repeat the word.

Example:
> a. **The word is <u>sad</u>.**
> b. Use the word at the end of a short sentence. "**When I lost the game, I was sad."**
> c. **What's the word?"** Students repeat word.
> d. Say, **"Write <u>sad</u>."**

    e. The teacher moves about the room to provide feedback.

4. Continue as above for remaining 3 words.

5. Help students to fix mistakes immediately as they occur. Encourage tapping. For example, if the student writes "let" for "lit" tell the student **"Say <u>let</u>."** Student responds. Hold up your hand to prompt the student to tap (you do not tap). When the student taps and says, /l/-/e/, stop him/her at that sound, and ask, **"What says /e/?** Student responds. Say, **"So what do you need to write there?"** Student fixes word.

6. Now, use the procedures below to model "Say It. Match It. Check It."
   a. Write 1 of the 4 words on the board (random, not sequential order). Prompt, **"Say it."** Students read the word, tapping if needed.
   b. Say, **"Match it."** Students find and point to the matching word in their spelling notebooks. Teachers move about the room provide feedback.
   c. Say, **"Check it."** Students use a pencil to point to the first letter of the word in the notebook, while saying the letter name aloud **each** time (e.g., s-s), comparing it to the written word on the board. Students finish the word using the same procedure (e.g., a-a…d-d), and then places a √ next to the word.

          (word written or projected on the board)

2. sad   √
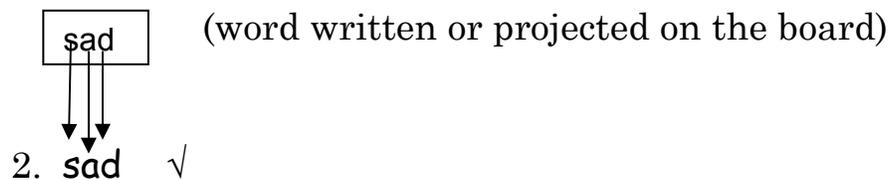
7. Execute Say It. Match It. Check It. for remaining words.

Moving Along in ES Onset Vowel Work

When a majority of your students can play Memory with approximately 85% accuracy, move to the next line in the ES Word Study Sequence. You will need to retire anchors, keep anchors, or pull new anchors and new word cards as indicated.

Tapping, sounding out, and reading slowly are all legitimate ways to be accurate. Just make sure that students finish by consolidating (i.e., saying the whole word quickly).

When a majority of your students can play Memory with approximately 85% accuracy with 'U' onset vowel words, move into the next phase of ES Word Study: Mixed Short Vowels (2 dot words).

Mixed Short Vowel Work (2 dot words): Early Steps^{SM} (ES) Whole Class Word Study

Materials:
- document camera
- pencil for students; pencil for teacher
- a, i, and o mixed short vowel anchors & CVC word cards. No blends (e.g.,. **st**op, be**nd**) or digraphs (e.g., **ch**op, si**ck**) until students are firm on CVCs.
- student spelling notebooks with S1 lined paper, lined white boards, or S1 lined paper inside a page protector

We encourage you to improve your Early Steps Mixed Vowel instruction by viewing videos of these procedures: www.uurc.org/Educators/Videos.

Use the following sequence in this order for every lesson:
 1. Sort   2. Fast Pencil   3. Memory   4. Spelling

Day 1: ES Mixed Vowel Sort
1. Display the following anchors horizontally next to one another.

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[ hat .. ]    [ pig .. ]    [ mom .. ]
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2. You say, **"Your turn. Voices together"** and point to each anchor with your pencil.   Students respond chorally.

Difficulty? Suggest tapping.

3. Point to the 'a' in 'hat' with your pencil. Say, **"The letter 'a' is a vowel. It says /ă/. What does it say?** Students answer chorally.

4. Do the same for 'i' and 'o.'

5. Show 'win' to the class. Ask, **"What vowel do you see in this word?"** Students respond. Ask, **"Does this go under hat, pig, or mom ?"** (pause) **Everybody?"** Students respond chorally and you place the card.

Do NOT ask (or allow) students to read the new card first. They use the support of the anchor to read down the column.

Difficulty? Point out that both words contain the vowel 'i,' so the new card goes under 'pig.'
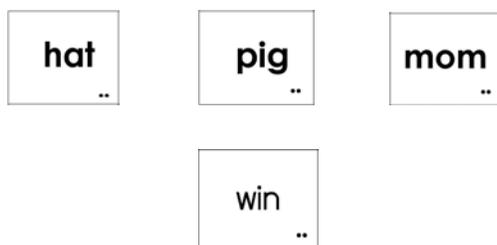
hat ..	pig ..	mom ..

win ..

6. Say*,* **"Your turn. Voices together."** Teacher points down that column while students chorally read each word. Continue with other word cards as above.

The first time the students have difficulty reading a word, it is time to teach everyone how to <u>tap</u> (if you have not already done so). Tapping is a very important blending strategy for beginning readers. Read the directions below and practice ahead of time so that you are ready when opportunity strikes!

<u>**Directions for Teaching Tapping**</u>:
Introduce tapping without word cards. Hold up your right hand and wiggle your right thumb. Say, **"My thumb is 'home base.' All of the fingers want to touch home base."** Ask the students to do the same.

Show your students how you can tap each finger to the thumb individually (left to right, from forefinger to pinky), **saying "Tap. Tap. Tap. Tap."** Then, pinch all 4 fingers to the thumb to finish.

Have your students practice tapping each finger to the thumb individually (left to right, from forefinger to pinky) until s/he can do this reasonably well. Teacher monitors as students practice.
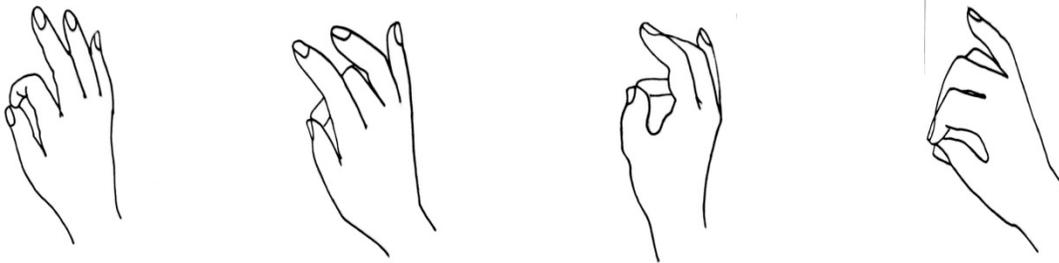
1. tap forefinger   2. then, middle finger   3. then, ring finger   4. then, all 3 at once

Next, hold your right hand below a CVC word card (e.g., win) and show the students how you can tap each sound in the word, 1 finger at a time, and then say the whole word while joining all the fingers at once to the thumb. Provide feedback as students practice.
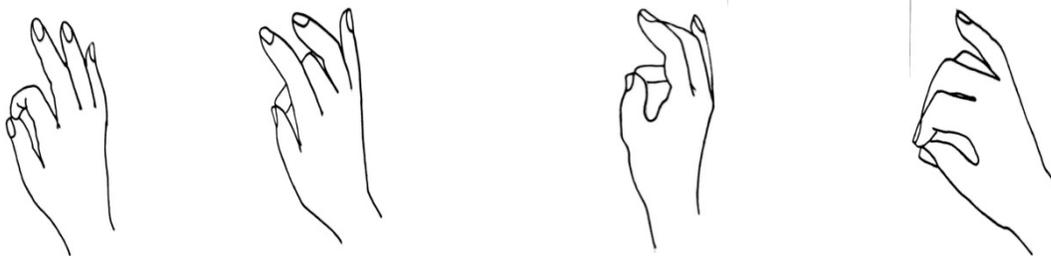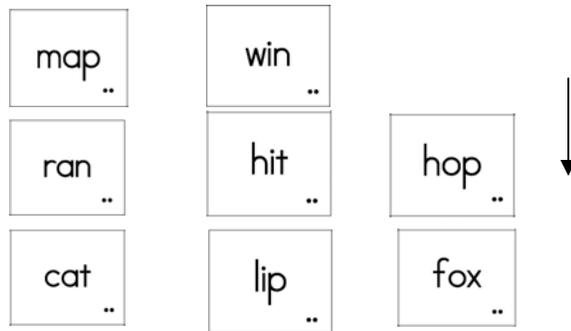
1. /w/   2. /ĭ/   3. /n/   4. win

From now on, when the students cannot readily identify a word during Sort, Fast Pencil, Memory, or even when reading text, instruct the student to **'tap'** as described above.

f. If your students can chorally read each column easily, build a 3x4 matrix with just CVC (consonant-vowel-consonant) words—no words with blends or digraphs, yet.

hat

pig

mom

UURC

job
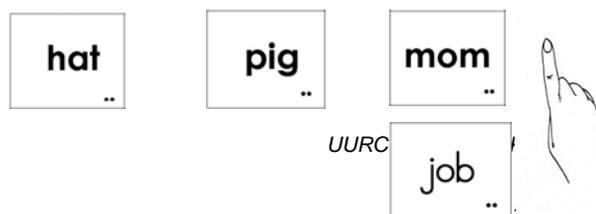
If your students experience a good deal of difficulty, drop back to a 2x3 or 2x4 matrix with just 'hat' and 'pig' anchors. You can build a bigger matrix over successive lessons.

8. Once you have a finished the Sort, touch your pencil to the vowel in 'hat' and then to the ending consonant in 'hat' and say, **"Watch my pencil. This vowel pattern is a-consonant."**

9. Repeat #8 above for the rest of the words in the 'hat' column. Say, **"Say it with me: a-consonant… a-consonant…a-consonant."**

10. Go back up to the top of the 'hat' column, touch your pencil to the vowel in 'hat' and say, **"Watch my pencil. The vowel sound is /ă/."**

11. Repeat #10 above for the rest of the words in the 'hat' column. Say, **"Say it with me: /ă/… /ă/…/ă/."**

12. Repeat as above with the 'pig' and 'mom' columns.

Day 2+ ES Mixed Vowel Sort

Always use the same anchor cards in the order suggested by the ES Sequence . Ask the students to begin the Sort by chorally reading each anchor card as the teacher points.

The cards you choose to fill out the Sort should reflect the students' instructional level (i.e., 85% success – 15% challenge). Some cards may

need to be re-used because the students have difficulty, or all may be new to reflect the students' previous success.

You should introduce words with blends (e.g., **gl**ad, du**st**) and digraphs (e.g., **wh**en, hu**sh**) only after the students are quite successful with CVC words (e.g., job) in a 3x4 Sort.

Difficulty? Suggest tapping!

Each day as you finish the Sort, for each column ask **"What is the vowel pattern here? What is the vowel sound?"**

Additional Notes:
- *Gradually invite multiple students to come to the document camera to place the cards.*
- *The student who sorts the card should point as the class chorally reads down the column.*
- *Ensure you are choosing new students each day.*
- *Prep your struggling students ahead of time by giving them a card early so they have time to figure out placement.*

ES Mixed Vowel Fast Pencil

1. Say, **"When I tap my pencil, everybody please say the word."**

2. Hover your pencil above a word, then tap your pencil just above the word. Students respond chorally.

3. Do this for 4-5 words in random order.

4. Suggest tapping as needed.

ES Mixed Vowel Memory

- *Model for the whole class how to play the game with one student. You may have to model procedures over multiple days.*
- *Transition to students playing in pairs.*

1. Say, **"Flip all of the cards over** (including anchors) **and mix them up."**

2. Arrange the cards back into a matrix.

3. Let the student play first. Say, **"Pick a card and flip it over."** The student chooses a card, flips it over in its place. Say, **"Tap that word, please."** Whole class responds by tapping and saying the word. Do the same for a second card.

4. If the words have the same onset, the player says, **"I have a match!"** and takes those cards out of the matrix. If the cards do not match, the player flips them face down and leaves them in the matrix. No re-mixing the cards at this point—it prolongs the game unduly.

5. Whenever a Mixed Vowel match is made, the opposing player says, **"Justify that, please!"**

6. Model justification for your students by using a pencil to:
      - point to the vowel, then to the ending consonant while saying **"o-consonant..."**
      - then pointing then back to the vowel stating **"...says /ŏ/."**
      Do this for both cards in the match.
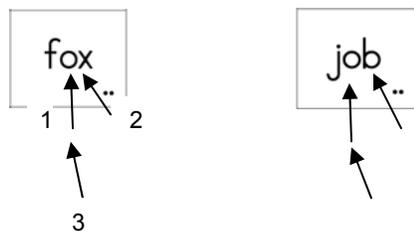
7. For all kinds of obvious reasons, do not allow extra turns for matches when students play against each other—only when they play against you. The player with the most matches wins the game.

8. Occasionally, and then with increasing frequency, ask students to read your cards when you flip them over during your turn.

ES Mixed Vowel Spelling

1. Choose 4 word cards you used in the Sort. Choose 2 easier words, and 2 words that provide a bit of a challenge.

2. Use the following instructional prompts and procedure:
    - say the word
    - use the word at the end of a short sentence
    - ask **"What word?"** Students chorally repeat the word.

Example:
   a. **The word is <u>win</u>.**
   b. Use the word at the end of a short sentence. "**I hope I win.**"
   c. **What's the word?"**
   d. Students repeat word.
   e. Say, **"Write <u>win</u>."**
   f. The teacher moves about the room to provide feedback.

3. Continue as above for remaining 3 words.

4. Help students to fix mistakes immediately as they occur. Encourage tapping. For example, if the student writes "sick" for "stick" tell the student **"Say <u>stick</u>."** Student responds. Hold up your hand to prompt the student to tap (you do not tap). When the student taps and says, /l/-/e/, stop him/her at that sound, and ask, **"What says /e/?** Student responds. Say, **"So what do you need to write there?"** Student fixes word.

6. Now, use the procedures below to model how to "Say It. Match It. Check It" (if you have not already done so).

   a. Write 1 of the 4 words on the board (random, not sequential order). Prompt, **"Say it."** Students read the word, tapping if needed.
   b. Say, **"Match it."** Students find and point to the matching word in their spelling notebooks. Teachers moves about the room to provide feedback.

c. Prompt, **"Check it."** Students use a pencil to point to the first letter of the word in the notebook, while saying the letter name aloud **each** time (e.g., w-w), comparing it to the written word on the board. Students finish the word using the same procedure, (e.g.,i-i…n-n), and then places a √ next to the word.

| win | (word written or projected on the board)

2. win   √
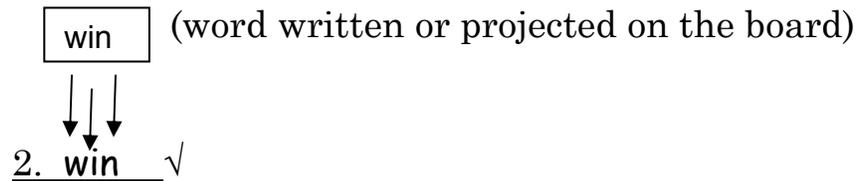
7. Repeat "Say It. Match It. Check It." for remaining words.

Moving Along in ES Mixed Short Vowel Work

When a majority of your students can sort, read down the columns, and spell with approximately 85% accuracy, use some new words in the sort, and eventually include some words with blends and digraphs.

When you have used many, but not necessarily all of the available words with your <u>whole class</u>, and the majority of your students are accurate as described above, move to the next Vowel Pattern in the ES Word Study Scope & Sequence (i-consonant, i-consonant-e, and so on).

However, if you are working with struggling students <u>1:1 or in small groups</u>, use Word Study checks as described below to guide their pacing in ES Word Study.

ES Word Study Check for Vowel Pattern Work

- *Individuals and small groups who struggle will move more slowly through the sequence than your whole class. That is to be expected.*

1. Word Study data must be cold! That means you cannot conduct Word Study instruction just before you conduct a Word Study Check.

2. Randomize 40 words, sampling all 5 vowels and ***some*** words with blends and digraphs.

3. Hold deck in one hand. Student reads off the deck. Tapping, sounding out and reading slowly are all legitimate ways to be accurate, but be sure to ask the student "Say it fast," to consolidate.

4. Do not use a timer for ES Word Study √s.

5. Sort words into 2 piles: Yes = Automatic or Blend/Tap w/consolidation. No = Wrong or >5 Second Hesitation (Say correct word and move on).

6. Criteria: 8 or fewer in the 'no pile?' BUMP UP to Vowel Patterns (3 dot words).

7. More than 8 in 'no pile?' REVIEW Mixed Short Vowel trouble areas.

Vowel Pattern Work (3 dot words): Early Steps^{SM} (ES) Whole Class Word Study

Materials:
- document camera
- pencils for students; pencil for tutor
- a and a-e vowel pattern anchors & word cards. No blends or digraphs for several lessons!
- student spelling notebooks with S1 lined paper, lined white boards, or
  S1 lined paper inside a page protector

We encourage you to improve your Early Steps Vowel Pattern instruction by viewing videos of these procedures: www.uurc.org/Educators/Videos.

Use the following sequence in this order for every lesson:
 1. Sort   2. Fast Pencil   3. Memory   4. Spelling

Day 1: ES Vowel Pattern Sort

1. Display 'hat' and 'cake' anchors horizontally next to one another.

2. You say, **"Your turn. Voices together,"** and point to each anchor with your pencil. Students respond chorally.

3. Use your pencil to point to the 'a' in 'hat.' Say, **"'a' is a vowel. It says /ă/ in hat. What does 'a' say?** Students answer chorally.

4. Point to 'a' in 'hat' and say, **"In words like this, 'a' says /ă/ because it is the *only* vowel and it is *closed off* at the end by a consonant."** Point to 't.'

5. Continue, **"But, in this word** (point to the 'a' in 'cake'**), 'a' says /ā/ because it is followed by a consonant and then a silent 'e'."** Point to those letters.

6. Show 'jam' to the class. Ask, **"Does this go under 'hat' or 'cake'?"** (pause) **Everybody?**   Students respond chorally and you place the card.

Do NOT ask (or allow) students to read the new card first. They use the support of the anchor to read down the column.

hat ...	cake ...
jam ...	

Difficulty? Point out that neither 'hat' nor 'jam' end in silent 'e,' so they belong in the same column.

7. Say, **"Your turn. Voices together."** Teacher points down that column while students chorally read each word aloud.

8. If your students can chorally read easily down the columns, build a 2x6 sort with CVC (consonant-vowel-consonant) and CVCe (consonant-vowel-consonant-silent e) words. Over time, gradually add words with blends or digraphs,.
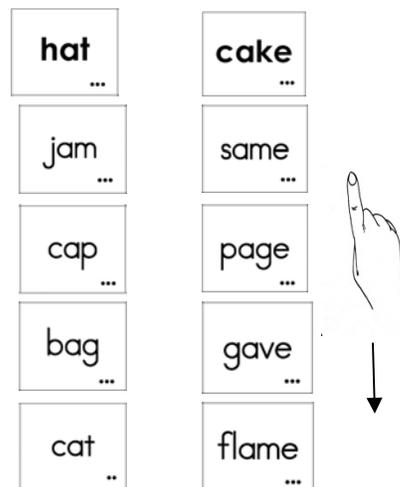
hat ...	cake ...
jam ...	same ...
cap ...	page ...
bag ...	gave ...
cat ..	flame ...

Difficulty? Shorten the Sort to 2x2 or 2x3 and then expand to a full 2x6 matrix over successive lessons.

8. Once you have a finished the Sort, touch your pencil to the vowel in 'hat' and then to the ending consonant in 'hat' and say, **"Watch my pencil. This vowel pattern is <u>a-consonant.</u>"**

9. Repeat #8 above for the rest of the words in the 'hat' column. Say, **"Say it with me: <u>a-consonant... a-consonant...a-consonant.</u>"**

10. Go back up to the top of the 'hat' column, touch your pencil to the vowel in 'hat' and say, **"Watch my pencil. The vowel sound is /ă/."**

11. Repeat #10 above for the rest of the words in the 'hat' column. Say, **"Say it with me: /ă/... /ă/.../ă/."**

12. Then, touch your pencil to the vowel, consonant, and 'e' in 'cake' and say, **"Watch my pencil. This vowel pattern is <u>a-consonant-e.</u>"**

13. Repeat #12 above for the rest of the words in the 'cake' column. Say, **"Say it with me: <u>a-consonant-e... a-consonant-e...a-consonant-e.</u>"**

14. Go back up to the top of the 'cake' column, touch your pencil to the 'a' and then the 'e' in 'cake' and say, **"Watch my pencil. The vowel sound is /ā/."**

15. Repeat #14 above for the rest of the words in the 'cake' column. Say, **"Say it with me: /ā/... /ā/.../ā/."**

Day 2+ ES Vowel Pattern Sort

Always use the same anchor cards in the order suggested by the ES Sequence . Ask the students to begin the Sort by chorally reading each anchor card as the teacher points.

The cards you choose to fill out the Sort should reflect the students' instructional level (i.e., 85% success – 15% challenge). Some cards may need to be re-used because the students have difficulty, or all may be new to reflect the students' previous success.

You should introduce words with blends (e.g., **gl**ad, **fl**ame) and digraphs (e.g., **wh**en, **ch**ase) only after the students are quite successful with CVC (e.g. job) and CVCe words (e.g., name) in a 2x6 Sort.

Difficulty? For CVC words, suggest tapping. But, for CVCe words, ask the students to identify the pattern first. Then ask, **"So what sound is this vowel going to make?"** *Students respond. Say,* **"Remember that sound. Now tap."**

Each day as you finish the Sort, for each column ask **"What is the vowel pattern here? What is the vowel sound?"**

Additional Notes:
- *Gradually invite multiple students to come to the document camera to place the cards.*
- *The student who sorts the card should point as the class chorally reads down the column.*
- *Ensure you are choosing new students each day.*
- *Prep your struggling students ahead of time by giving them a card early so they have time to figure out placement.*

ES Vowel Pattern Fast Pencil

1. Say, **"When I tap my pencil, everybody please say the word."**

2. Hover your pencil above a word, then tap your pencil just above the word. Students respond chorally.

3. Do this for 4-5 words in random order.

4. Suggest tapping as needed.

ES Vowel Pattern Memory

- *Model for the whole class how to play the game with one student. You may have to model procedures over multiple days.*
- *Transition to students playing in pairs.*

1. Say, **"Flip all of the cards over** (including anchors) **and mix them up."**

2. Arrange the cards back into a matrix.

3. Let the student play first. Say, **"Pick a card and flip it over."** The student chooses a card, flips it over in its place. Say, **"Tap that word, please."** Whole class responds by tapping and saying the word. Do the same for a second card.

4. If the words have the same onset, the player says, **"I have a match!"** and takes those cards out of the matrix. If the cards do not match, the player flips them face down and leaves them in the matrix. No re-mixing the cards at this point—it prolongs the game unduly.

5. Whenever a Vowel Pattern match is made, the opposing player says, **"Justify that, please!"**

6. Model justification for students by using a pencil to:
> - point to the vowel, then to the ending consonant, then to 'e' while saying **"a-consonant-e..."**
> - then, point back to the main vowel a final time stating **"...says /ā/."** Do this for both cards in the match.
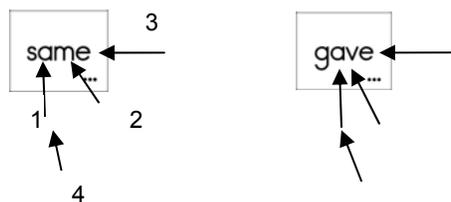
7. For all kinds of obvious reasons, do not allow extra turns for matches when students play against each other—only when they play against you. The player with the most matches wins the game.

8. Occasionally, and then with increasing frequency, ask students to read your cards when you flip them over during your turn.

ES Vowel Pattern Spelling

1. Choose 4 word cards you used in the Sort. Choose 2 easier words, and 2 words that provide a bit of a challenge.

2. Use the following instructional prompts and procedure:
- say the word
- use the word at the end of a short sentence
- ask **"What word?"** Students chorally repeat the word.

Example:
  a. **The word is <u>lake</u>.**
  b. Use the word at the end of a short sentence. "**I swim in the lake."**
  c. **What's the word?"**
  d. Students repeat word.
  e. Say, **"Write <u>lake</u>."**
  f. The teacher moves about the room to provide feedback.

3. Help students to fix mistakes immediately as they occur. Encourage tapping. For example, if the student writes 'lak' for 'lake' say, **"The word is <u>lake</u>. Say <u>lake</u>."** Student responds.

4. Show the tapping motion or say, **"Tap."** When the student taps /l/- /ā/, stop him/her at that sound and ask, **"What says /ā/?** Student responds. Ask, **"What do you need at the end of the word for the vowel to say its name?"** Student fixes word.

5. Finally, lead the students in Say It. Match it. Check It.

a. Write 1 of the 4 words on the board (random, not sequential order). Prompt, **"Say it."** Students read the word, tapping if needed.
b. Say, **"Match it."** Students find and point to the matching word in his/her spelling notebook. Teacher moves about the room to provide feedback.
c. Prompt, **"Check it."** Students use a pencil to point to the first letter of the word in the notebook, while saying the letter name aloud **each** time (e.g., n-n), comparing it to the written word on the board. Students finish the word using the same procedure (e.g., a-a…m-m…e-e), and then places a √ next to the word.
d. Repeat "Say It. Match It. Check It." for remaining words.

Moving Along in ES Vowel Pattern Work

When a majority of your students can sort, read down the columns, and spell with approximately 85% accuracy, use some new words in the sort, and eventually include some words with blends and digraphs.

When you have used many, but not necessarily all of the available words with your <u>whole class</u>, and the majority of your students are accurate as described above, move to the next Vowel Pattern in the ES Word Study Scope & Sequence (i-consonant, i-consonant-e, and so on).

However, if you are working with struggling students <u>1:1 or in small groups</u>, use Word Study checks as described below to guide their pacing in ES Word Study.

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7. More than 8 in 'no pile?' REVIEW that Vowel Pattern's trouble areas.