

## **Tier 1 Word Study #2: Module 2 – Rule-Breakers & Module 3 - Closed-Closed + Schwa**

### **Agenda**

1. Debrief: How's it going?
2. Review of Vowels/Consonants & *Module 1 - Closed Syllable*
3. Intro, modeling, practice of *Module 2 – Rule-Breakers*
4. Intro, modeling, practice of *Module 3 – Closed/Closed + Schwa*
5. Intro & modeling of Word Study Checks.

There are 6 basic syllable types in written English:

- closed (*slump*)
- vowel-consonant-silent e (*stake*)
- vowel team (*break, toil*)
- open (*he, why*)
- r-controlled (*storm*)
- consonant-le (*gentle*)

### **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 *trend*. What word?**
3. Say, **Name the vowel. Think! Everyone?**
4. Say, **Start here and name the consonants.** Point as they name. **Are \_\_\_ , \_\_\_ , \_\_\_ and \_\_\_ vowels or consonants?**
5. Repeat with *spent, chomp, dentist, contemplate*.

### - Play: **Vowel or Consonant?**

1. Write *blue* 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 *print, mustard, trombone*.

- 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”

### Module 2: Closed Rule-Breaker

- 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

- Review lesson plans, inventory for module 2.
- Model with teachers: **SHAZAM, Poison Star, Word Study** ✓ .
- Identify location for SMART notebooks & Powerpoints.
- Participants practice Module 2 WBW & Spelling with peer

## Module 3: Closed-Closed, Digraphs, Blends & Schwa

For multi-syllabic words, start at the left and name the vowels. No one cares how many there are once you beyond 1 syllable (e.g. *contemplate* vs. *think*).

Schwas are only found in multi-syllabic words. A multi-syllabic word may have more than 1 schwa!

A schwa is a relaxed sound for the vowel in an uninflected syllable. Schwas are easier to read than they are to spell.

BIG PICTURE – for WBW with multi-syllabic words, in general:

1. Mark the **vowels**.
2. Mark the **consonants**.
3. Where should you **break up**?
4. **Scoop** and **read**. Consolidate.
5. **If the word “sounds weird,” is there a schwa** in one of the syllables? Try the relaxed sound in that place.

The importance of oral language comes into play here. ELs or other students with poor vocabularies often will not know if a schwa comes into play or not. You will have to tell them how to read the word using a schwa instead of a regular vowel sound.

For spelling use, “**Sounds like** \_\_\_\_\_. **Spells like** \_\_\_\_\_.”

## **Modeling & Guided Practice with Digraphs, Blends & Schwa (Module 3)**

- see LPs for WBW, Activities (**Break, Scoop & Read**) & Spelling

**Note!** ALL students respond chorally ALWAYS (95%).  
 Trouble within syllables? Use tapping!  
 Trouble across syllables? Use scooping!

## **Moving Ahead in the Modules: Word Study Check**

(3 Mid-Low 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.
- Complete at least 85 Sessions and note in Log.
- 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.
- Complete observation forms on 2 self-observation videos

### **When Your UURC Observer Arrives, Please Have Ready:**

- your binder of Sessions  
Note: 1<sup>st</sup> 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/Syllabi/EDU5650-6650-030.pdf>

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

### **Fabulous UURC International Opportunity!**

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Tier I Text Certification OR Tier II Certification (Early, Next or Higher Steps) satisfy main pre-requisite!

<http://www.uurc.utah.edu/Educators/BotswanaInternship.php>