

**Tier 1 Word Study #4: Module 4 (Open) &
Module 5 (Closed & Open Combinations + Schwa)**

Agenda

1. Debrief: how's it going?
2. Review Word Bank – Vowel Sound Cards + High Frequencies.
3. Brief review of *Module 3 Closed/Closed w/Digraphs, Blends & Schwa*.
4. Intro, modeling, practice of *Module 4 Open Syllable & Module 5 Closed & Open Combos w/Schwa*.
5. REDUCE VERBIAGE!!!!

Expectations: Tier I Advanced Word Study Certification

- Use AWS with whole class **daily** for 20 minutes.
- Complete at least 85 Sessions.
- 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.
- Submit 2 self-ob videos & 2 complete observation forms.
- View 5 seminars (1 hour each) as a group; and,
- Read research articles on word recognition theory/instruction.

Materials for Each Participant to Bring to Each Training

- AWS manual
- white board, marker & eraser
- word cards for modules 3, 4, and 5.
- 2 index cards
- pointer or mechanical pencil
- spelling notebook

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"

Word Bank

- Begin with Vowel Sound cards.
- Add digraphs and blends as needed.
- Use physical "think-say" prompts. Vary your pace!
- Sort into 2 piles: ok & needs work. Review "needs work" pile.

Schwa

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.

For reading, proceed as you would for any multi-syllabic word:

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** _____."

For reading use, “**Do we say _____, or _____.**”

Activity: Where is the Schwa?

1. Array 8-10 words for viewing.
2. Tell students to write “Where is the Schwa” at the top of a page in their Language Arts notebooks.
3. Model how to find and mark the schwa in *bucket* and *alone*. (e.g., “We say **bu**ckit, not bucket. Review how to write the schwa symbol: ə
4. Tell students to they have 1 minute to:
 - write the words,
 - find and mark the accented syllable and the schwa
 - * means more than 1 schwa!!
5. Then, give students 1 minute to compare papers with a neighbor and make any needed changes.
6. Tell students that we have to be careful with vowels that use the schwa sound because they trick us. Demonstrate how some kids might make a mistake with the words below in spelling.
Don’t have kids write the mistakes!!!

bucket alone salad awaken*

Example:

Where is the Schwa?

ə
bucket

ə ə
alone salad

ə ə
awaken

Open Syllable

1. MOST IMPORTANT: There is only ONE vowel.
2. That vowel is “NOT closed in” on the right by one or more consonants.
3. This type of orthography makes the vowel “long.”

Modeling & Guided Practice with Open Syllable (Module 4)

- see LPs for WBW, Activities (**Concept Points**) & Spelling

Modeling & Guided Practice with Module 5

- see LPs for WBW, Activities (**Find, Write & Read**) & Spelling

Moving Ahead in the Modules: Word Study Check

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. 2-3 lower students must pass word study check to proceed to next module.