

### Prompts to Solve Words in Reading and/or Writing

To help the student notice errors:

You noticed what was wrong.

Find the part that's not quite right.

Check to see if that looks right.

Where's the tricky part? (after an error)

Underline the tricky part.

Get a good look.

There's a tricky word on this line.

What did you notice? (after hesitation or stop)

What's wrong?

Why did you stop?

Do you think it looks like \_\_\_\_\_?

Were you right?

To help the student problem-solve words:

Did you write all the sounds you hear?

Did you write a vowel in each part you hear?

There are two vowels together in the middle.

What could you try?

What do you hear first? Next? At the end?

Write the ending.

What's that like?

Listen for the first part. Next part, last part.

It starts like \_\_\_\_\_.

It ends like \_\_\_\_\_.

Listen for the ending.

Look at the parts.

There are \_\_\_\_\_ letters.

What do you know that might help?

Do you see a part that can help?

Do you know a word like that?

Do you know a word that starts with those letters? Ends with those letters?

What's that like?

Think of what the word means. Is it like another word you know?

What other word do you know like that?

What letter do you expect to see at the beginning (or end)?

Do you see a part that can help?

What could you try?

Look for/write a part you know.

There's a silent letter at the beginning.

Try it.

### **Good Spellers . . .**

- look for patterns
- look for word parts
- try several ways to write a word
- write sounds in words
- write a vowel in each word and in each syllable
- think about words that sound the same
- think about words that look the same
- check to see if words look right
- think about what words mean
- practice words
- use a dictionary to check
- look for words in the classroom
- ask someone if they can't figure it out

### **Strategies for Solving Words**

#### **Sound**

You can read or write some words by thinking about the sounds  
(*man, dog*).

#### **Look**

You can read or write some words by thinking about the way they look  
(*the, pie*).

#### **Mean**

You can read or write some words by thinking about what they mean  
(*unpack, two, sandwich*).

#### **Connect**

You can use what you know about a word to figure out a new word  
(*tree, my—try*).

#### **Inquire**

You can use materials to learn more about words  
(*list, dictionary, chart, computer*).

## Getting Started with a Comprehensive Word Study System

The following are small steps to teach the routines for both parts of the comprehensive word study system. These steps can be completed over several weeks. As you teach the routines, evaluate whether reteaching is necessary until a good standard of work and independence in each routine is achieved. Reteaching may only be necessary for individuals.

### 1. A Classroom Lesson Followed by Application and Sharing

Implement a weekly minilesson, daily activity, and daily sharing structure until children have internalized the routines. This process includes teaching strategies, patterns, and principles, as well as routines: how to use and put away materials at the center, how to write in the word study notebook, and how to prepare to share with the group. It will also mean setting a standard for what is quality work at the center, helping children learn how to help each other, and helping them maintain a voice level that allows for others to focus on their work.

### 2. Choosing Words

Teach children where to get a spelling card. Show them how to choose three or four *core words* from the weekly class lesson and how to write them carefully on a spelling card. Share several cards that show a name and words written clearly as examples of good work. Then show children how to place their cards on the word study board in the pocket that lists their name.

### 3. Building Words

Teach children how to make the words several times with magnetic letters, emphasizing left-to-right construction. Consider a whole-class activity in which partners observe each other mixing and fixing words, and then have them evaluate how well their partners followed the steps. Show the *Choose, Write, Build, Mix, Fix, Mix* icon, place it on the buddy study workboard, and teach children how to put the magnetic letters away properly.

### 4. Look, Say, Cover, Write, Check

With the three or four words from the class minilesson, teach the class how to use the study approach (page 176), and model using the study flap. Have spelling buddies observe their partners using the process and then give feedback to each other. Show the *Look, Say, Cover, Write, Check* icon and place it on the buddy study workboard.

### 5. Buddy Check

Using the words from the class minilesson, teach students how to use the Buddy Check sheet. Demonstrate how to dictate a word to a partner, use it in a sentence, and say the word again. Teach them how to mark if the word is right or wrong, and how to have their partners try again. Demonstrate scoring and allow the students to practice. Collect the papers to review them carefully and give feedback to the whole group and to individuals. Show the *Buddy Check* icon and place it on the buddy study workboard.

### 6. Make Connections

Teach the students how to write the words carefully at the top of the Make Connections sheet. As you first teach, you might want to have everyone use the same set of three or four words from the class minilesson. After the children list the words, demonstrate one way of making connections with each word (e.g., words that rhyme). Show the students how to write a string of connections in each box, for example, "*play* rhymes with *day, stay, way, clay*" or "*went* starts like *we, was, water, wall, west*." After teaching different ways to think about sound connections, you can begin to introduce other ways of thinking about making links, for example, "*play* looks like *please, plow, stay, way*"; "*play* goes with *plays, playing, played, replay*"; "*play* means to have fun, to do things." Show the *Make Connections* icon and place it on the buddy study workboard.

### 7. Buddy Test

Teach students how to date the page in their word study notebook. Then teach them how to dictate a word, use it in a sentence, and say the word as their partner writes each one. Show them how to put a checkmark next to correct words and an X next to incorrect ones. Show them how to ask their partner to try the word again if the word is misspelled. The dictating partner should write the word correctly if it is still wrong. Collect the word study notebooks to review and give feedback to partners as needed. Show the *Buddy Test* icon and place it on the buddy study workboard.

8. Week of Activities

Now that the children have learned to apply the buddy study system to *core words* from the class lesson, have them engage in the daily buddy study activities for a few weeks using the word study board. When they fully understand the daily routines using the words from the minilesson, you are ready to move to step 9.

9. Developing a "Words to Learn" List

When the children have shown independence and quality work, teach them how to write *personal words* on their "words to learn" list in minilessons and in conferences during the writing workshop. Explain that this list will provide more words for the daily buddy study system.

10. Pretest of High-Frequency Words

Give a high-frequency word test (Appendixes 4 or 48), and highlight all the words known by each child on the high-frequency word list kept in their writing folders. Teach children that the words that are not highlighted can be selected for study. Teach them to highlight the word once it is mastered on the weekly test. These words will also be part of the *personal words* to choose for from weekly buddy study.

11. Choosing Words to Learn

Teach children how to put a dot next to or circle the specific words chosen for the week from the "words to learn" and/or high-frequency word list. You are now ready to add *personal words* to the buddy study system.

12. Adding Personal Words to the Spelling Card

The children are now ready to choose three or four *personal words* from their Words to Learn sheet and some *core words* from the class lesson, list them carefully on their spelling card, and place the card in the pocket on the buddy study workboard.

13. Using the Buddy Study Workboard and the Word Study Center

Review the use of the buddy study workboard icons for daily activities and the use of the ABC Center icon for word study center activities.

14. Evaluation for Reteaching

Evaluate the daily word study center activity and buddy study system to decide what reteaching may be necessary for the class, a small group, or individual.



# Words to Learn




### One Hundred High-Frequency Words

a	I	they
after	I'm	this
all	if	to
am	in	too
an	into	two
and	is	up
are	it	us
as	just	very
asked	like	was
at	little	we
away	look	went
back	make	were
be	man	what
because	me	when
before	mother	where
big	my	who
but	no	will
by	not	with
came	now	you
can	of	your
come	on	
could	one	
day	or	
did	our	
do	out	
don't	over	
for	play	
from	put	
get	said	
go	saw	
going	see	
had	she	
has	so	
have	than	
he	that	
her	the	
here	their	
him	them	
his	then	
how	there	

#### Appendix 4 One Hundred High-Frequency Words

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### Five Hundred High-Frequency Words

a	became	care
able	because	carry
about	become	cat
above	bed	catch
across	been	caught
add	before	certain
after	began	change
again	begin	children
against	behind	city
air	being	class
all	believe	clean
almost	below	close
along	best	clothes
already	better	cold
also	between	come
although	big	coming
always	bike	complete
am	black	could
among	boat	couldn't
an	body	country
and	books	cut
animal	boot	dad
another	both	dark
answer	box	day
any	boy	deep
anything	bring	did
are	broke	didn't
around	brother	died
as	brought	different
ask	build	dinner
asked	bus	do
at	but	does
ate	buy	dog
away	by	doing
baby	call	done
back	called	don't
bad	came	door
ball	can	down
be	can't	draw
beautiful	car	dream

#### Appendix 5 Five Hundred High-Frequency Words

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dry  
during  
each  
early  
earth  
easy  
eat  
either  
else  
end  
enough  
even  
ever  
every  
everyone  
everything  
fact  
family  
fare  
fast  
father  
favorite  
feel  
feet  
fell  
few  
field  
fight  
finally  
find  
fine  
fire  
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five  
fix  
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found  
four  
free  
friend  
from  
front

full  
fun  
funny  
game  
gave  
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getting  
girl  
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kids  
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land  
large  
last  
later  
learn  
leave  
left  
less  
let  
life  
light  
like  
line  
list  
little  
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money  
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morning  
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mother  
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party  
past  
people  
perhaps  
person  
pick  
picture  
place  
plants  
play  
possible  
pretty  
probably  
problem  
put  
rain  
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read  
ready  
real  
really  
reason  
red  
rest

ride  
right  
river  
room  
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run  
running  
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same  
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say  
scared  
school  
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second  
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several  
shall  
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ship  
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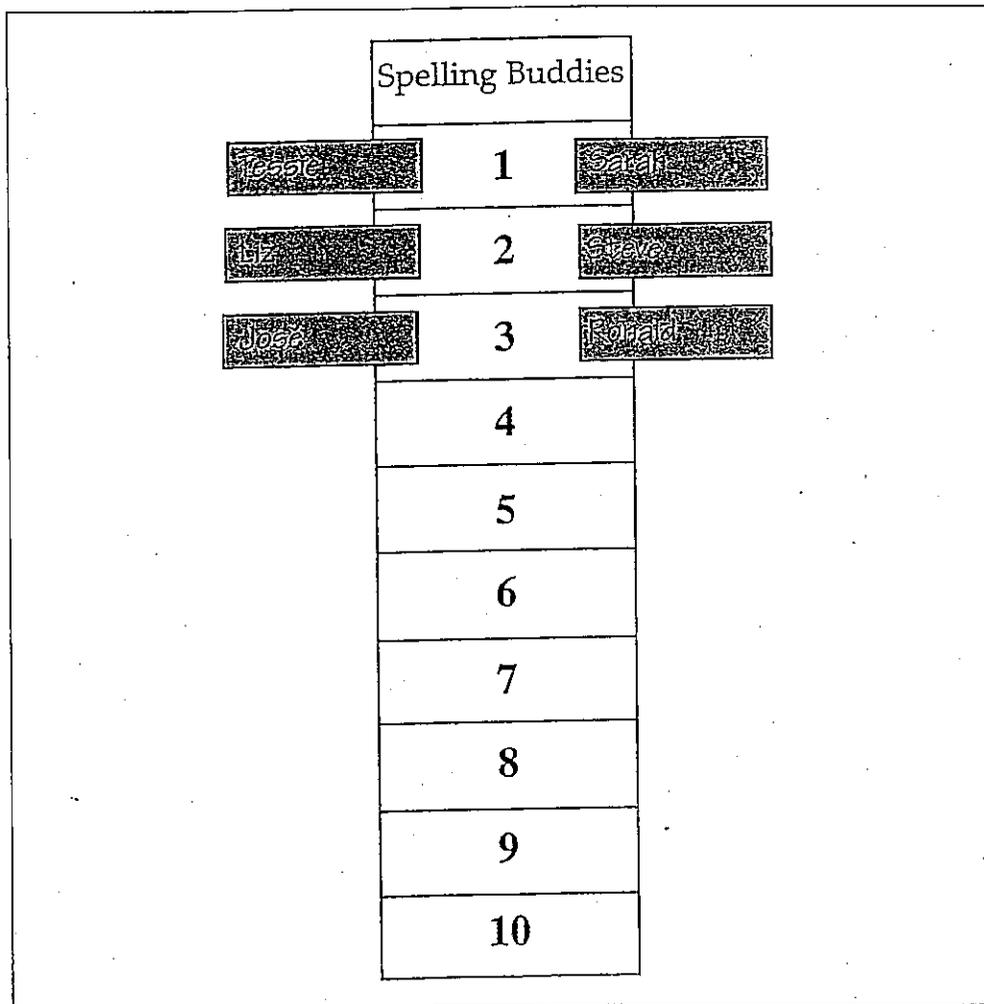
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yes  
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### Buddy Study System

	Buddy Study Activities	Materials Needed
Day 1	Choose, Write, and Build Mix, Fix, Mix	<ul style="list-style-type: none"> <li>• Spelling Cards (Word Study Board)</li> <li>• High-Frequency Word List</li> <li>• Words to Learn List</li> <li style="text-align: center;">or</li> <li style="text-align: center;">Words to Learn Listed at the Back of Word Study Notebook</li> <li>• Magnetic Letters</li> </ul>
Day 2	Look, Say, Cover, Write, Check	<ul style="list-style-type: none"> <li>• Study Flap</li> <li>• Look, Say, Cover, Write, Check Sheet</li> <li>• Highlighter Pen</li> <li>• Magnetic Letters</li> </ul>
Day 3	Buddy Check	<ul style="list-style-type: none"> <li>• Buddy Check Sheet</li> <li>• Clipboard</li> <li>• Highlighter Pen</li> <li>• Magnetic Letters</li> </ul>
Day 4	Make Connections	<ul style="list-style-type: none"> <li>• Make Connections Sheet</li> <li>• Highlighter Pen</li> </ul>
Day 5	Buddy Test	<ul style="list-style-type: none"> <li>• Word Study Notebook</li> <li>• Spelling Card (Word Study Board)</li> <li>• Clipboard</li> <li>• Highlighter Pen</li> </ul>



# WORD STUDY

Mikhail	Carly	Ian	Shaqueta	Stephanie
Barry	Ariel	Brittany	Chika	Rachel
Jasmin	Nathan	Oleg	Benjamin	Michael
Erika	Ashlan	Quanisha	Elliot	Hadley

Tessie  
went  
have  
like

Tessie Davis

# Buddy Check

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<u>Words</u>	<u>Try Again</u>	<u>Correct Spelling</u>
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____

Score: /

Score: /

For words not right in the second column, what do you need to remember?  
(Use a highlighter to mark parts you want to remember.)

# Buddy Check

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Buddy reads your words to you and then checks them.
2. Try again if they were not right.
3. Use your list to write it correctly in last column, if it wasn't right.
4. Highlight or circle parts you want to remember and make the word with magnetic letters.

## Word

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## Try Again

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Score: /

## Correct Spelling

[Highlight parts to remember and make the word with magnetic letters.]

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### Appendix 43 Buddy Check Sheets (three versions)



**Write the words misspelled correctly;  
highlight parts to remember.**

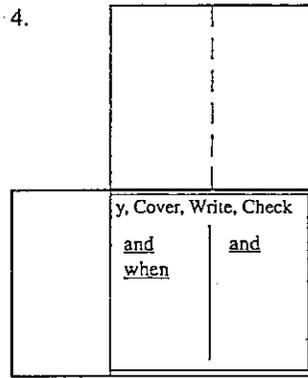
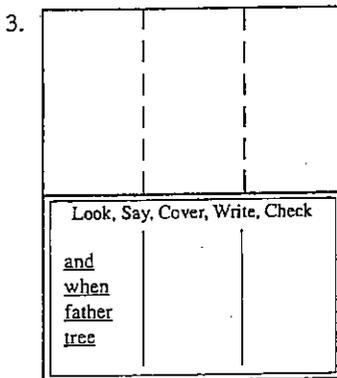
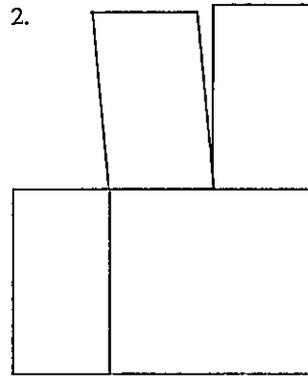
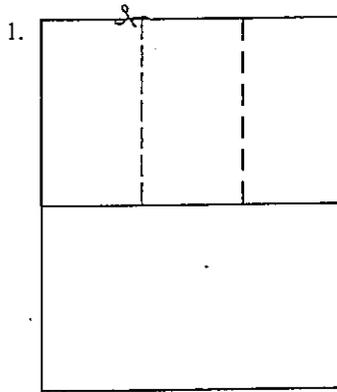
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**Tell why they were misspelled and what you  
will need to remember.**

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## Study Flap

Open a file folder. Cut top flap into 3 (or 4) equal flaps. (The folder may be laminated to increase durability)



Look, Say, Cover, Write, Check			
before	befor	before	before
because	becus	becaus	because
belong	belog	belong	belong
their	thier	their	their
they're	there	theyre	they're
there	ther	there	there





There are two basic types of word sort activities:

1. In *closed sorts*, students are asked to find a specified feature in a group of words. For example, students can find words that have a silent *e* (*make, pile, cute*) or any other sound. In closed sorts, children are being asked to engage in deductive thinking.
2. In *open sorts*, students classify words according to shared features that they themselves discover. For example, students can find words that have an *ed* and learn that some of those words have a consonant that is doubled before the *ed*. In open sorts, children are being asked to engage in inductive thinking.

For children at all levels, it is important to talk about the words as they sort them because the dialogue promotes understanding and the internalization of principles. Here are some basic guidelines for sorting words:

- Words can be sorted by how they sound. Word sorts for early readers would focus on using their knowledge of consonant and vowel patterns. Children can sort by initial consonants and move to ending and medial sounds. When asking children to sort words by vowel patterns or phonograms, use words that are highly regular phonetically and patterns that are common and reliable.
- Words can be sorted by how they look. Start with simple patterns. Later, add more complex sorts—ones that do not sound entirely as they look. Use words with letter patterns that are more complex.
- Words can be sorted by connections between meaning units. Word sorts can be constructed to help children discover word components and how they add to or change the meaning of words. Sorts can revolve around roots, inflected endings, prefixes, suffixes, contractions, compound words, and so on. Later, words can be sorted in much more complex categories such as homophones, homographs, synonyms,

antonyms. Word derivations and etymology can also be explored through word sorting, so it is an activity that can be used throughout the elementary grades as children work with words to uncover important linguistic understandings.

Word sorting is actually a mind-stretching and enjoyable activity. As teachers, it reminds us of the features of words and of what we know about the linguistic system. We encourage you to use the word lists in Appendixes 4 to 33 to create specific sorts that meet the needs of your students.

Figure 13-6 shows an example of a double word sort. This collection was sorted by how the ending sounds (*ed* as /d/ and *ed* as /t/), and then it was sorted by the way the word looks (whether a letter is doubled). Children have the opportunity to discover two kinds of rules within one set of words.

Sort by Sound

spelled	missed	treated
loved	rushed	melted
cleaned	hoped	ended
planned	jumped	sifted

Sort by Pattern

graced	hoped	planned	cried
walked	cared	tripped	hurried
dressed	traded	grinned	fried
landed	baked	dropped	carried

### **Making Connections to Solve Words**

- Do you know other words that start with the same letter or letters? (*steep, stairs*)
- Do you know words that end with the same letter or letters? (*rest, west*)
- Do you know words that have the same middle part? (*coat, float*)
- Do you know other words that rhyme? (*do, new, blue*)
- Do you know other words that have the same number of parts? (*tomato, magazine*)
- Do you know other words that sound the same but look different? (*to, two*)
- Is there a word that can sound different but is spelled the same? (*read, read*)
- Can you add letters to the front of the word to make a new word? (*and, stand*)
- Can you add letters to the end to build a new word? Can you add more? (*care, careful, carefully; go, going; to, too, today*)
- Can you change the letter or letters at the front to make a new word? (*string, thing*)
- Can you change the letters at the end to make a new word? (*track, trash*)
- Can you change the vowel or vowels to make a new word? (*and, end; get, got*)
- Can you change one syllable to make a new word? (*Jell-O, jelly; with compounds: someday, someone; with contractions: didn't, wasn't; with endings: littler, littlest*)
- Can you change one or two letters to make a new word? (*next, nest*)
- Can you take away or add one or two letters to make a new word? (*stand, and; air, chair*)
- Can you use part of the word to make a new word (*spring, spray; day, gray*)
- Are there other words that mean the same or almost the same? (*turquoise, aquamarine*)
- Are there words that sound the same but look different? (*wood, would*)
- Is there a word that looks the same but sounds different? (*present, present*)
- Can you add *s* to the word to make another word? (*pen, pens*)
- Can you make the word a plural form? (*life, lives*)
- Can you join the word with another word to make a new word? (*in, inside*)
- Can you add *d, ed, or ing* to the word? (*hoped, started, standing*)
- Can you shorten the word by removing parts (or lengthen the word by adding parts)? (*automobile, auto; remove, move; breakfast, fast*)
- Are there other words that can be made from the base or root word? (*move, movement, moving, removed, movable*)

### Teaching How to Make Connections Between Words in Word Study

It is important to use manipulative letters or write on an easel to demonstrate looking at and using similarities and differences in words. The questions in Figure 13-3 will guide students to make links between and among the words they know once they have been taught how to make these connections. The goal is for them to focus on sounds, letter patterns, and meanings of words. They learn that when they know something about a word, they can use that knowledge to figure out the sounds, letter patterns, or meanings of many other words. When teachers promote this kind of thinking in minilessons and other teaching throughout the day, students will attend to “linking” or making connections, learn to manipulate letter and sound parts, and learn more about how words work.

The questions can be used in minilessons, games, or partner activities. Select the ones that are appropriate for your students.



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## Eisinger, Laurel

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**From:** Wilson, Peggye  
**Sent:** Thursday, October 21, 1999 4:07 PM  
**To:** Gurley, Sue; Eisinger, Laurel; Larson, Jane; Fiehler, Gale  
**Cc:** Ekanger, Randell  
**Subject:** RE: Inservice

Sue,  
I love it. It sounds great. I know that we will have a successful inservice with all of these informative people. Thanks a lot.  
Peggye

-----Original Message-----

**From:** Gurley, Sue  
**Sent:** Wednesday, October 20, 1999 4:24 PM  
**To:** Wilson, Peggye; Eisinger, Laurel; Larson, Jane; Fiehler, Gale  
**Cc:** Ekanger, Randell  
**Subject:** Inservice

All-

The following schedule is proposed for our inservice training with the staff at Sollars. If you have other thoughts or ideas please let me know and we can try to incorporate them.

8-9 Inclusion Overview - The Quilt of Many Colors

Collaborative Teaching

9-11 Listening Posts with groups PK-k, 1-2, 3-4, 5-6

Sue - Inclusive Practices

Paula - Co-Teaching Technology

Jane - Science

Laurel - Language Arts

11-12 Whole Group - DSO staff facilitate discussion on issues and challenges of inclusion/co-teaching

12-1 LUNCH

1-2:30 Groups work with specialists on long range collaborative planning of lessons and standards

Let me know what you think.

SUE