

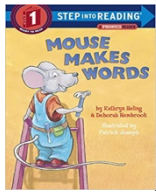


Foundations for Literacy I

Making Words

Review the vowel sounds by singing the “Old MacDonald Had Some Vowels” song. Next, name the vowels, in order, and have your students do the motion and produce the proper sound for each. Finally, mix them up. Can the students provide the proper sound while doing the corresponding motion when you name each vowel? I bet they’ve got it by now. If not, continue reviewing, and keep it fun!

TIP-Doing the motion truly helps kids with proper sound production. It may sound silly, but it works, so don’t let the motion piece slide.



Read: *Mouse Makes Words*, by Kathryn Heling

As you’re reading this book, ask the kids to really look at the words. When you get to the page where the word has been changed, point your finger to the words on the page. When the word in the book says *hen*, say “chicken” instead, and ask the students if that could be right. When they say no, it could not say chicken, ask, “Why not?” They should say that the word begins with an h. H says /h/. Please DO THIS with most of the pages. **Make sure that the kids are making the sounds represented by the LETTERS** in the book. They are not to guess. This is a No Guess Zone. Tell them to keep an eye on you to be certain that you’re saying the correct word. It’ll keep them tuned in, and it’s fun!

When the text says “win,” say “trophy.”

When the text says “van,” say “car.”

See if the kids can catch your mistake.

Reading Words

materials include: dry erase marker, dry erase board

Use a dry erase marker to write on a dry erase board. Make one letter at a time and have your readers take turns making the sounds, one sound at a time, across the word, pointing a finger under each letter and then sliding them together from left to right.

e.g., Write: s Ask: What sound do we make when we see an s?

Write: a Ask: What sound do we make when we see an a?

Write: t Ask: What sound do we make when we see a t?

Slide your marker above each of the letters, moving from left to right, reminding your students that we slide the sounds together to determine what word is made up of those individual sounds that are represented by the letters.

Repeat the same process with other letters/words. Try some of these:

(Psst! This is called . . . READING!)

Continually remind kids to “Move across the word, moving from left to right, and make the sounds you see.” (This is a No Guess Zone!) Also, because comprehension is the very purpose of reading, please ask kids to demonstrate what each word means. Say, “What *is* that?” Your students may describe the item or use the word correctly in a sentence to convey comprehension.



materials include: letter cards, letter pockets, star wand

Explain that you are going to make the sounds you see, moving from left to right across each word, to determine if the sounds, when put together, make a word we know—or not. Your students will use a star wand to tap across the words, making each sound, and then slide the wands under the bottoms of all the letters to simulate sliding all those sounds together. **Do** try to make *real* words by arranging the letters to make recognizable words. It is okay to have the kids make the sounds and say, “That’s not a word.” Commend that! Try, most of the time, however, to arrange and rearrange the letters to make words your reader will recognize. Whenever possible, switch the first and last letters to make new words (like ten and net). We want our kids to recognize that changing the letter order absolutely changes the word.

- Not all letters of the alphabet are in this letter collection. This is intentional.

- Also, try to keep letters j, l, h, and f on the left-hand side, mostly, as very few words end with those letters. **Some of these letters are found at the ends of words when they're doubled.*
- When possible, remove the first letter pocket to make two letter words such as if, an, at, up, etc.
- Try to keep g on the right side, mostly, because g-e and g-i can represent sounds we have not, yet, taught. We'll teach that, but not yet.

Spot the Doubles

materials include: colored transparent counting plastic discs

Students will be given a list of short vowel words that have final double consonants. The students will be asked to “spot the doubles,” and to “highlight” them by placing a colored disc on top of the two, side-by-side consonants in each word. Remind the students that they will only make the sound one time. We can share the FLOSS rule that states that when we have single-syllable words ending with f, l, and s, those letters are often doubled. It's not *just* those letters, however, so we want to provide many opportunities for our students to decode and spell words with doubled final consonants. When working with small groups, have each student begin decoding in a different column and listen as students decode their words, one by one. We want our students to remember, **“When we see words with two of the same letter, we only make the sound one time.”** For now, your students will simply notice what is happening as they decode these words. You can refer to this lesson when your students are spelling words that end with double consonants.

Consonant Blends

materials include: consonant blends word list, making words letters and letter pockets, dry erase board, marker, and eraser

Because all reading is blending sounds—moving from left to right across words and making the sounds we see—we do not devote a lot of time to teaching “blends” as though they're digraphs or trigraphs that we must commit to memory. There are no unexpected sounds when decoding words such as stop, or camp, or flask. We include blends in the words students will be decoding, beginning with this *Making Words* lesson. Because they have continuous sounds, these consonant blends are the easiest for kids: fl, fr, sl, sm, sn, and sw. Because they have stop sounds, these consonant blends can be more challenging for kids: bl, br, cl, cr, dr, gl, gr, pl, pr, sc, sk, sp, st, sw, tr, and tw.

Use the letter pockets, with a fourth pocket added, to create words with two, side-by-side consonants or *consonant blends*. You may use a dry erase board, marker, and eraser to write words for students to decode as well. Use the word list for words with consonant blends. Older students may simply decode the words on the word list.

NOTE: Not all consonants can be used alongside other consonants.

Through the mental process of orthographic mapping, readers come to know when certain letters “look right” together.

Short Vowel Words Board Games

materials include: short vowel word board games-one featuring each vowel and one with mixed short vowel words, movers, dice, crayons

Have kids place their movers on the start spot of their individual game boards. They'll each roll a die and move the shown number of spaces. If the students land on a word and can read it to you correctly, they may color that space in.

In small groups, kids will play their games individually, but you must hear each student decode his or her word before they're permitted to color in the word. The students may place their crayons on the words, ready to color, but they do not color it until you say, "That's correct. Color it in!" or something of that sort. **Every word must be verified by you.** Do not have kids play with partners. We want to observe accurate decoding. We want to know our kids have read each word accurately.

Once a word is colored in, it is no longer in play. The students will land upon only uncolored spaces as they play. This ensures that students are practicing the words they have yet to read correctly.

If someone is really struggling, you play with that student- but you're still verifying correct decoding for the other students. (Yes, it can be a lot, but it's manageable.) On your roll, when you land on a word, make the sounds you see across the word, but don't color the space in. This is one way that you're teaching and not just quizzing. If your children can decode the word you land on, however, they can offer to take your turn and color in the space! Proceed until all of the words have been colored. Each game may be played across a couple of days.

When students are decoding words, whether on game boards, or with word cards, or with any text, please encourage your readers to point to the words they are decoding. Prompt them to make the first sound, move their finger to the right and make the next sound, and the next, etc. Using that pointer finger reminds them to "Make the sounds you see. This is a No Guess Zone." When kids take their eyes off the text, they often move into "guessing mode." When they look up, they're trying to *remember* words. Kids do not encourage kids to remember words. They will, eventually, remember them, but we want them to lean into the code and decode words.

NOTE: Remind the students to **set up for good reading** by placing both hands on their reading materials. One hand holds the document while the other hand points and slides under the words. This is true with word cards, game boards, books, etc. Your praise will be important.

Short Vowel Bingo

materials include: bingo boards, cvc bingo words

Cut words from the bingo word pages, one per child, and place them in baggies. Provide each student with a bingo board and a bag of bingo word cards. Students are to cover each space on the bingo board with nine words. Any word from the bag will do. The teacher "calls" words from another complete set of words without showing the word card. Students, relying on the sounds they hear in the words, may flip over their "called" words when the teacher acknowledges that it matches the word called. Kids say "Bingo!" when they get three words in a row either diagonally, straight up and down, or from side to side. The game ends when one player has a cover all; all words have been "called" and are flipped over.

Short Vowel Word Ladders

materials include: word ladder print pages, pencils

Students will stretch the sounds in the words indicated by the first provided image. The teacher can assist as much as needed so students identify each sound in the word. The students will then record each letter, moving from left to right across the word, to represent each sound in the word. The teacher coaches the students, providing as much support as necessary, so all students accurately record the words on their papers. Remember, we're teaching, not quizzing. Remember to require tidy and efficient letter formations using the proper sizing and spacing.

After writing the first word and having it checked for accuracy, the student will move to the next image and determine which single letter must change to spell the name of the second image.

Continue in this way until all words have been recorded accurately.

Short Vowel Words Spell Check

materials include: handwriting paper, pencils

Have your children spell five words, one from each short vowel game board, forming each letter correctly. (You're still practicing handwriting every day, right?) Rather than correcting misspelled words, show the actual word from the game board, and have your students make any needed corrections. That visual feedback can be very helpful.

Remember to be encouraging! *Spelling* words can be much more difficult than *reading* words. Rather than saying, "Nope. That's not it." Try thinking aloud about the sounds and the corresponding letters. Model how you'd approach the task of spelling a word before asking your students to spell them. Encourage you students to adjust their spellings as they are inclined. Do not use pens to "catch" students' errors. Provide pencils with good erasers so they're adequately equipped to make changes. This is what we want kids to do. It's one of the great benefits of orthographic mapping. When something doesn't "look right" to our students, we want them to make the needed adjustments until the words do look right to them.

Read It, Act It Out

materials include: word cards

*Do not use the word cards containing digraphs until you've taught them. Save those word cards for later.

Here's how to play: Show your students a word. Point your finger under each letter, moving deliberately from left to right across the word, encouraging your students to produce the correct sounds as you go, and then ask them to **do** what the word says. That's it!

Eventually, you'll just move your finger and kids will subvocalize, or whisper the sounds and then act it out. Then the kids will be able to read the word without you pointing to the letters. Their eyes will be trained to move across the words without your cueing.

Note that children who are reading the word /s/ /a/ /t/ and slide that word together saying /at/ are having some memory issues. They are not "holding" all the sounds in their working memories. We must teach our students how to do this. One way to help is by making your finger go all the way across the word from left to right and then moving your pointer finger back to the first sound again. Again, students are not to look to the ceiling trying to recall sounds. Tell them that authors give them everything they need to decode words. The clues are right in front of them, within the words. **We're not supposed to just know the words.** We will one day, but for now we are working to crack a code. We're using what we know about the code to decipher words. We must look to the evidence—the letters. We must muddle through, even when it's a long, challenging word. We can do it. We just make the sounds we see, moving from left to right across the words. We do that again and again, a little more quickly each time, until we hear and recognize the word and it conveys meaning.

This game is so much fun—and it's an opportunity for kids to demonstrate reading comprehension. Some of the word cards for this game include additional consonants, but don't shy away from that. Just tell your students, "Make the sounds you see. You can do it." And when they do, gush. Really commend and celebrate them. That's a magic ingredient to the process.

What your kids are doing is hard work. Teaching kids to endure the frustration of not getting it right away but persisting—even when it's hard, is a very important life skill. We must be the encouraging coach saying, "You can do this!" and when they do, we're the ones jumping up and down acting

crazy because our kids ARE doing it. They're reading words, and they're not using picture cues or context clues. They're reading at the word level, and with lots of practice the words are being orthographically mapped into their memories so, eventually, the words will be read on sight.

The kindest thing you can do for children is to lovingly support them as they painstakingly make the sounds, again and again, as they're decoding words. Do not allow yourself to become frustrated. We don't become frustrated when our kids are learning to walk. We don't scowl and say hurtful things. We smile. We hold out our hands and encourage our children. We praise everything that even *looks* like an attempt. That's what keeps kids going, even when they fail and fall. And, you know what? The failing and falling are totally worth it when our students finally get where they want to go.

Short Vowel Word Card Activities

materials include: short vowel word cards

With each Foundations lesson, we include word cards. These cards are provided so you can do additional work with your students as needed. Eventually, when each lesson is mastered, you'll toss the word cards in a bowl or basket so the cards from every lesson you've explicitly and systematically taught are in the same container. You can have kids pull cards and decode the words for a quick review. Each student can pull a handful and place them on the table, word side down to make a gameboard-like path and then use a mover and die to play a game. You can pull random words for a quick spelling review. Remember, these are not sight word flash cards. They're words your kids will practice decoding and encoding, leaning upon what they're learning about how words work. Remind your students to slide their fingers under each letter and to make the sounds they see. Remind them that it's a *No Guess Zone*. Faster, inaccurate reading isn't great reading. Accurate reading that yields comprehension is great reading—even if it's slow and effortful for now.

We say, "Slow and accurate beats fast and wrong every time."

ADDITIONAL NOTES:

When kids are reading in the world around them, (We are not asking kids to read any books for a little while.) they will notice that some words don't follow the rules we know, so far, about how words work. For example, sometimes vowels *don't* make the sounds we've been learning.

Flip It!

Some words only have one vowel (like the ones we've been practicing), and **the vowel makes its long sound. It says its NAME** rather than making the short sound we've been learning. The vowels in words ending with -ld, -nd, and -st can make a long sound even though there's only one vowel. They don't always, but they can.

<u>-ld</u>	<u>-nd</u>	<u>-st</u>
wild	find	most
child	kind	post
mild	mind	host
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* <u>b</u> uild	wind	cost

**bu says /b/, here, just like qu can say /q/ and gu can say /g/. Sometimes u just supports consonants (and "blocks" vowels so their sounds cannot be changed by an adjacent letter e.g., guide and biscuit). Letter u doesn't*

always act like a vowel. We'll learn more about that later. Don't worry about this, now, but you should know what's happening so you can address it if kids have questions.

You do not have to teach this now (It'll be in an upcoming lesson.), but you can simply say, "If the short vowel doesn't work to make a word you know, just **FLIP IT (flip the vowel to its other sound—the one where the vowel is saying its name)** and see if *that* makes a word."

Remember, we already know the vowel names, a-e-i-o-u, because we sang them in our "Old MacDonald Had Some Vowels" song.