



How to Support Your Child in Word Study at Home

Darien Public Schools
November 2015



Purpose of this Workshop

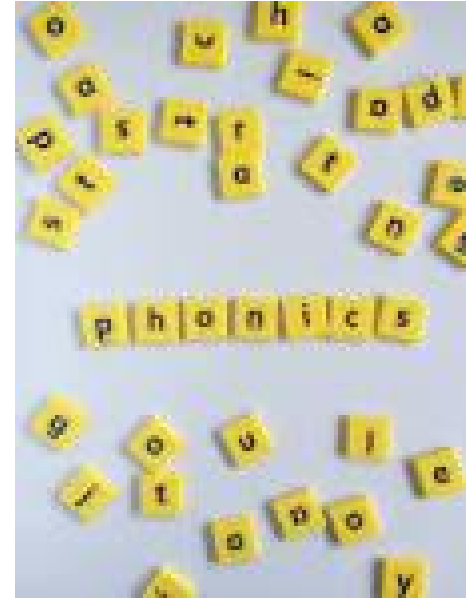
Teach Parents about 3 Components of Word Study that Take Place in Grades 1-5

- Blending and Segmenting
- Word Sorts
- High Frequency Words

Teach parents how to support that work at home

What is Word Study?

- *Phonological and Phonemic Awareness
- *Alphabet Knowledge
- *Letter-Sound Correspondence (Phonics)
- *High Frequency Words
- *Spelling Patterns
- *Vocabulary/Meaning Word Parts
- *Word Structure



Assessing in Word Study

- Letter/Sound Identification Assessment from TC or WTW
- Phonological Assessments from F&P or Reading A-Z
- Inventory of Word Knowledge from F&P
- Independent Writing Samples
- The Accuracy portion of a Running Record
- Language Conventions part of Writing Rubric
- Phonics Assessments from Reading A-Z

Blending and Segmenting

“Phoneme awareness performance (the ability to detect, identify, and manipulate individual sounds,) is a strong predictor of long-term reading and spelling success and can predict literacy performance more accurately than variables such as intelligence, vocabulary knowledge, and socioeconomic status.” - Gillon, 2004

Blending: Given smaller parts of a word, the student can combine these parts to form the whole word

Segmenting: Given a whole word, the student can break the word into smaller parts

Blending Examples

- **Words:** *“Listen as I say two small words: dog... house. Can you put them together to make a bigger word?” (doghouse)*
- **Syllables:** *“Can you put these word parts together to make a whole word: pock-et?”(pocket)*
- **Onset(first sound) -rime (last part):** *“What word am I trying to say: /b/.../ig/?” (big)*
- **Phonemes:** *“What word is /b/ /i/ /g/?” (big)*

Segmenting Examples

- **Words:** “Can you clap the word parts in doghouse?”
(dog-house)
- **Syllables:** “Can you clap the word parts in pocket?”
pock-et
- **Onset-rime:** “Can you say big in two parts?” (/b/
/ig/)
- **Phonemes:** “Can you say big sound by sound?” /b/
/i/ /g/

Another Way Children Learn About Letter Sound Relationships is through a method called ‘Sorting’

What is a Word Sort?

What it is	What it is not
<ul style="list-style-type: none">● sound, pattern and/or meaning based● interactive and tactile● an opportunity to analyze familiar words by examining parts related to a central phonics theme● a method for determining similarities and differences among features in order to make categorical judgements● a method to help students generalize and extend pattern knowledge	<ul style="list-style-type: none">● a list of of isolated words to be memorized● a place to practice sounding out words phoneme by phoneme● teaching spelling “rules”

Word Study Picture Sort...



- Listen for sounds-phonological practice
- Compare and contrast targeted sounds with the key picture for each category
- Explain thinking and give feedback

Sort Activities... (in isolation)

- **Feature Sort** - using headings, sort by feature
- **Partner Sort** - sort with a partner
- **Partner Switch** - sort, have partner switch a few pictures, then fix sort
- **Speed Sort** - sort as quickly as you can
- **Memory** - played like concentration... take turns trying to make a match)
- **Writing Sort** - use magnadoodles, dry erase boards, magnetic letters, etc. to practice spelling words
- **Games** - board games focusing on target feature

Sort Activities ... (in context)

- **Magazine Sort** - using magazines, hunt for pictures with target sound
- **Draw & Label** - draw & label pictures matching target sound
- **Word Hunt** - sort for words (with target sound) within reading books
- **Hunt the Room** - search for items matching target sound
- **Shared reading** - using text, working to identify words with target sound
- **Interactive writing** - working with teacher to create sentences highlighting target sound
- **Guided Editing** - using student's own writing, checking for words with target sound

Picture Sort...

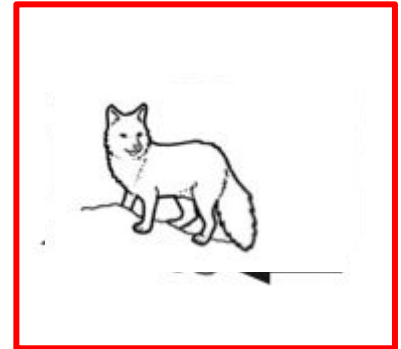
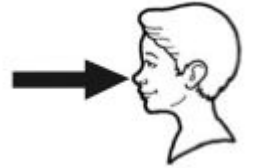
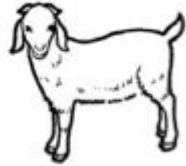
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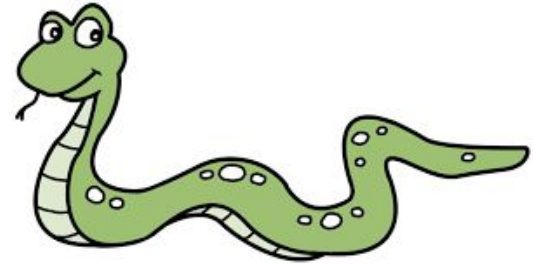
oddball



Shared Reading - Getting Ready!



m̄op



n̄ote



Shared Reading... Let it Go!



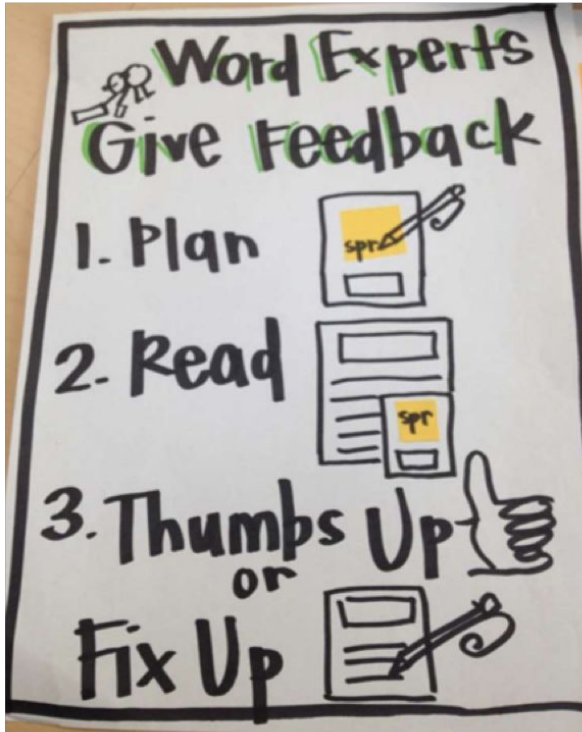
The snow glows white on the mountain tonight
Not a footprint to be seen
A kingdom of isolation,
And it looks like I'm the queen.

The wind is howling like this swirling storm inside
Couldn't keep it in, heaven knows I tried!

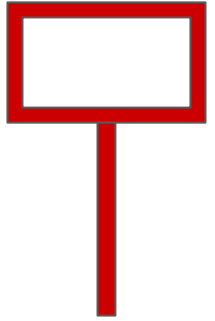
Don't let them in, don't let them see
Be the good girl you always have to be
Conceal, don't feel, don't let them know
Well, now they know!

Let it go, let it go
Can't hold it back anymore
Let it go, let it go
Turn away and slam the door!

Guided Editing...



It was a cool fall day. I drov to where the boat is. I was careful as I walked on the long docke so I wouldn't fall in the cold water. I hopped on the boat and untied all the rop. We drove out onto the river. I brought a fishing pol with me. "I hope I catch a fish," I said.



Home Help...



- Point out pictures and/or objects and have child identify target sound(s)
- Word hunt in just right reading books
- Use magnetic letters or dry erase boards to help spell words with target sounds
- Edit writing for target sounds
- Give opportunities for practicing to write words with target sounds (i.e. notes, grocery lists, etc.)

Transitional Work with Pattern Sorts

What is a pattern sort?

Students use sounds and visuals to sort words based on pattern features (i.e. short and long vowels, vowel team combinations, r-controlled vowel patterns, etc)

Words in a pattern sort are familiar and typically one syllable to help gain mastery of the feature.

“Oddballs”

- What are oddballs?
- Why are they important?

Blind Sort

ar

ir

or

ur

Home Help...



- Point out pictures and/or objects and have child identify target sound(s)
- Word hunt in just right reading books
- Use magnetic letters or dry erase boards to help spell words with target sounds
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What are High Frequency Words?

Most frequently used words in reading and writing

- Words that are frequently encountered in reading and commonly used in writing
- Words students should write with automaticity
- Not decodable
- Words that do not follow phonics patterns and need to be recognized by sight

The Study of High Frequency Words

Marie Clay's- 3 Ways of Remembering

- Visual- See it
- Voice - Say It
- Movement - Do It/Make It

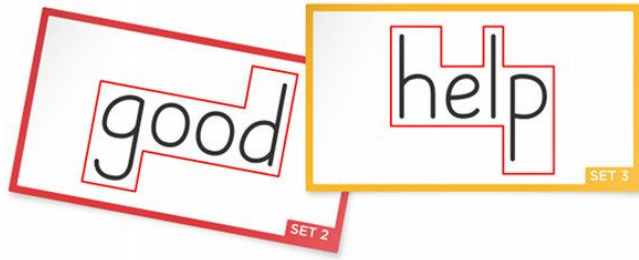
How to Support Your Child at Home

Practice

Visual- See it

Voice - Say It

Movement - Do It/Make It

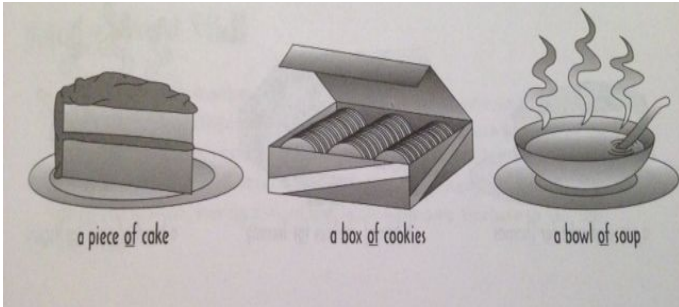


Which

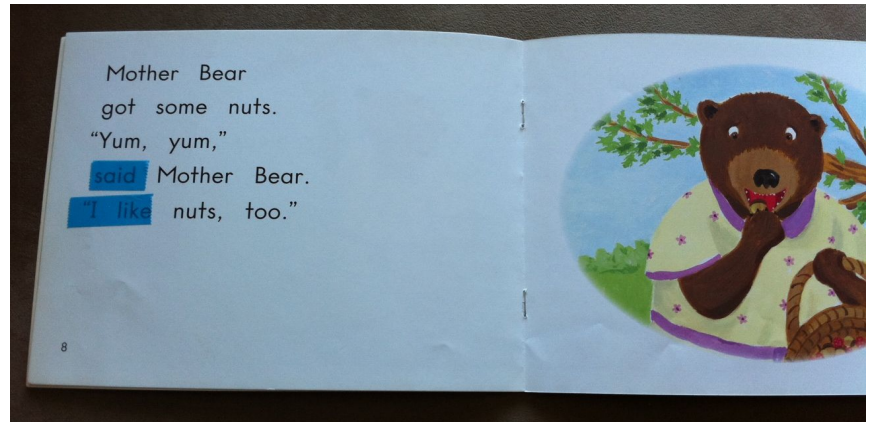
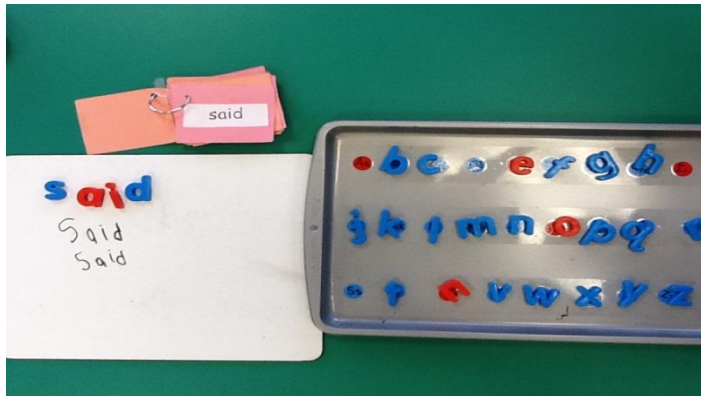
Know

- Nose
- Cheer It
- Snap and Clap

- Army
- Disco
- Blast Off



HFW Practice Activities



I Spy...

which

write

called

first

your

along

light

soon

Questions and Further Thoughts

Please take an exit sheet

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