

Kansas MTSS Symposium
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Reading Routines for Grades 2-4

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Goals – Teachers will

- Learn and experience several learning teaching and practice routines that can be incorporated into whole group and small group lessons

STEPS Small Group Lesson Plan Form

Week of: _____

TARGET LEARNING FOCUS: _____

STUDENTS: _____

	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
<p><u>S</u>et-up Practice Review.</p> <p><i>Quick practice of skills students have mastered. – 3 min</i></p>					
<p><u>T</u>each. <u>Model. Explicit.</u></p> <p><i>Model and teach new concept</i> 3 minutes</p>					
<p><u>E</u>ngage. <u>Practice with Feedback.</u></p> <p><i>Teacher-led practice.</i> 3 minutes</p>					
<p><u>P</u>actice Activity <i>Extended practice of new skill.</i></p> <p>15-20 minutes</p>					
<p><u>S</u>how you know <i>Quick check of skill mastery.</i></p>					

Spelling Boxes

A Week's Worth Of Word Practice in One

Use the Double Duty (DD) or Spelling Boxes (SB) worksheet. Use snack size Zip-Locks® or envelopes to save the pieces for each day's lesson.

Mon	Tues	Wed	Thurs	Fri
<p>Write words in provided space after segmenting and spelling each word in the spelling boxes. Teacher directed.</p>	<p>Read the words, cut them out and read them again. Place upside down and turn words over one by one reading each. Optional: Use set of moveable letters to spell the words as dictated.</p>	<p>Combine two sets of words. Pairs of students play concentration. (Individual student's words can be noted with a colored dot for regrouping after play.)</p>	<p>Each student lays their words out on table in front of them. Teacher gives clue and student finds and reads the appropriate word. "An animal with a tail and purrs." "Cat!"</p> <p>Alternate: teacher pulls a word from her set of words and reads it. Students turn over and read their own words until they find the chosen word.</p>	<p>Students write the words from dictation like a spelling test – in pairs or teacher directed. Students find the words in their set and check their spellings.</p> <p>Pairs dictate and spell the words using their moveable graphemes.</p>

Please note that these are daily activities for word decoding and reading. Teachers will also include reading stories, fluency reading, repeated reading, and other connected text reading practice during the daily lessons.

Additional Ideas for lessons with Spelling Boxes forms:

- Students continually read the words as they sort words according to sounds, spellings, or meaning.
- Teacher and/or students act out a word and students find and read the word.
- Keep words over time. Use a different color paper each week of a unit. Combine and use words to practice and review.
- Teacher says a word phoneme by phoneme. Students blend the sounds together, find the word in their group of words, and read the word.
- Oral language – place words upside down, choose a word, read it and use it in a sentence. Other students repeat the sentence, or do this in pairs.

Directions for using the Spelling Boxes form:

Teacher prepares word list – usually spelling words or phonics words from the week’s lesson. If the list is long, use a sampling of the words for whole group and then use the rest of the words during small group lessons.

1. Teacher says a word. Students repeat.
2. “Dot and say the sounds.” Students and teacher together, say each phoneme as they place a small dot in the bottom of a spelling box.
3. Teacher, touching the first box, “What sound?” Students say the sound. “Spell it.” Students and teacher write the grapheme for the sound.
4. Repeat for each phoneme-grapheme until the word is spelled. Write the word in the final column.
5. Point out the phonic elements that are being taught. Include any other information that will help students recall the sound-spelling connections (i.e., “We spell the /f/ sound ph in this word because the word graph is Greek.”)

Syllable Spelling

Syllable spelling is similar to Spelling Boxes, but instead of segmenting words by phoneme and then spelling the word, students segment words by *syllable* and then spell each syllable to write the word. Instead of directing students to, “Say and dot the sounds,” as in Spelling Boxes, we direct, “Say and dot the syllables.”

There is a lot of research support for this technique. As our students move into reading multisyllable words, we need to assist them to move beyond forming orthographic representations of single syllable words to forming representations of the syllables, or chunks, within the *long* words they will be reading. Syllable spelling also provides opportunities to explore words’ morphology, their roots, prefixes, and suffixes and their meanings.

Therefore, Syllable Spelling can include decoding (advanced decoding) AND meaning. Begin using Syllable Spelling when student reading materials introduce multisyllable words, usually in second grade. Vocabulary terms from reading lessons and content areas can be introduced with syllable spelling. Many reading and content area vocabulary words have roots and affixes which lend themselves to lessons on meaningful parts of words – morphology.

Hint – if you are not sure where to divide a word into its syllables, check with the dictionary before doing the lesson with students. Or, when a question about syllable division arises, assign a student **Lexicographer** to look it up for the class! The Merriam Webster on-line dictionary is a great resource – www.m-w.com

Lesson Steps:

1. Present a word orally – students repeat the word and stomp the syllables.
2. Present the written word. Students read the word in unison.
3. Provide the word’s meaning and discuss how the word will be used in students’ reading material. Connect to students’ lives in meaningful way.
4. Underline and discuss meanings of any affixes and roots.
5. Provide Syllable Spelling paper.
6. Dictate each word. Stomp and dot each syllable section. Spell each syllable.
Write the word in the end section. (During this step, provide a model. Do it with the group.)

Syllable Spelling

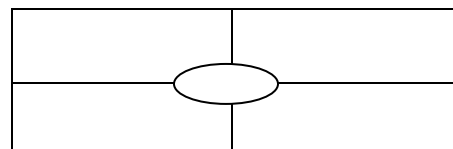
A Week's Worth Of Word Practice in One

Here is one suggestion for using the Syllable Spelling for a week's worth of spelling, reading and vocabulary study.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Say the word.</p> <p>Students repeat. Give a student friendly definition within the context that students will be reading the word. Say and dot the syllables. Spell each syllable. Spell the word in the final column. Teach meaningful syllables, roots and affixes in each word. Do just a few.</p>	<p>Review the words from Monday. Repeat the same process as Monday with a few more words.</p>	<p>Review reading and word meanings.</p> <p>Cut out the final column of words. Pairs of students read words to each other and use the words in sentences to talk about what they are reading. Students can transfer the words to a vocabulary journal at this point.*</p>	<p>Cut out the syllables. Students mix up their syllables and then put them back together to spell the words.</p>	<p>Cut up the column of words. Engage students in a game format with the words. Here are a few ideas:</p> <p>Students sort the words. Play concentration with a partner. Place words face down, pick up a word and tell the meaning while a partner guesses the word.</p>

Vocabulary Journal: There are many ways to create Vocabulary Journals. One idea is to create a three column note page. First Column – word. Second column – simple definition or synonym. Third column – a picture to help students recall the meaning, or a sentence using the word. Students can pair up and quiz each other: Fold the paper so that the last column is the only one showing – what is the vocabulary word? Fold the paper so that the first column shows – what is the meaning? And so forth.

Four Square – word in middle. Fill in squares with: Definition, picture, sentence, antonyms, synonyms, examples, etc.



Name: _____

Syllable Spelling

Word Sorts has been a classroom favorite since Bear, et al, introduced the activity in the book **Words Their Way** (Prentice Hall). The process has greater potential as a practice activity if the following steps are taken to provide multiple reading opportunities.

Word Sorts

1. RULE: Touch it – READ it!
2. Start with a Sound Sort
3. Do a Spelling Sort next
4. Finish with Meaning Sorts
 1. Concept sort – choose 3 words that go together
 2. Guess my word
 3. Feed the bag

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1. Establish a classroom rule – Whenever a student touches a word during the sort, they must say it aloud.
 2. Sound Sort - Include a few distracters in the group of words. For example if the lesson is teaching the long sound of A, include a few words with other vowel sounds. Begin with a sound sort, asking students to find words that have the phoneme you provide.
 3. Next, students sort words by the spelling/grapheme pairings you provide.
 4. Meaning Sorts - Use this step to move into oral language and vocabulary development.
 - a. Concept Sort – Ask students to find three words that can go together in a meaningful way. Model the process for students the first few times to show them what you are asking for. When a student has a selection, ask a “scribe” to come to the front of the room and write the three words on the board. Then ask the student who provided the three words to share how the words go together. Small groups of students can do this as an alternate to whole group.
 - b. Guess my Word – Teacher provides a clue for one of the words. When students find the word-answer, they hold it up. Teacher asks for a unison response answer when most students have found the word.
 - c. Feed the Bag – Students read each word as they place them in a bag.

Additional Fluency Practice Ideas

Automaticity with word recognition

1. Spin Say and Write

Use this engaging practice game to practice reading and spelling high frequency words or phonics lesson words. Write eight words in the spin circle. Use a pencil and paper-clip to spin. Read the word the spinner lands on; write the word under its column on the grid. Repeat until one word WINS! Continue until a second word wins. Clip papers together to take home or if game will continue the following day. Make sure students are READING the words aloud and spelling them correctly.

2. Flashcards

You're It! Create sets of flashcards with words from the reading lesson, high frequency words that have been introduced, or vocabulary words that students are expected to be able to recognize automatically (older students).

- Pairs of students play "You're It!" Insert one or two "You're It!" cards in the stack. One student reads the cards while the other student listens and provides assistance if needed.
- When the student comes to "You're It!" Partner Two has to read all the words that Partner One has just finished reading.
- The reading continues with each student taking turns reading until You're It is read.

3. **Spill and Say** Place several words students are expected to recognize automatically in a container such as a Pringles® can. Pairs of students take turns shaking the container and spilling the words on a table top. The Partner who spills the words must read all the words that land face-up to the other partner. Repeat several times.

Fluency with Text Reading

1. Scoop the Phrases

Using a sheet protector with copies of sentences or paragraphs from the students' reading materials, scoop phrases to aid with smoother reading and prosody. This is for students whose word recognition is pretty well developed but are still reading word-by-word. Students read chorally as the teacher models the scooping on the overhead projector.

2. LAVA

Don't stop the Lava! Lava flows and so do our voices when we read. Using reading material that has been read several times, students in small group place an object on each letter of LAVA. Teacher sets a stop watch for a predetermined time (30, 40, 50 seconds) and students start reading, one sentence at a time around the group. Students know to keep their place because if

they are the one reading when the timer goes off, they move one of their objects into the volcano. Reading resumes and the routine continues until a student loses all of their objects. Then all objects are placed on the LAVA letters and the process begins again. Teacher corrects and provides instruction when words are misread. Comprehension questions are asked occasionally to add focus on meaning.

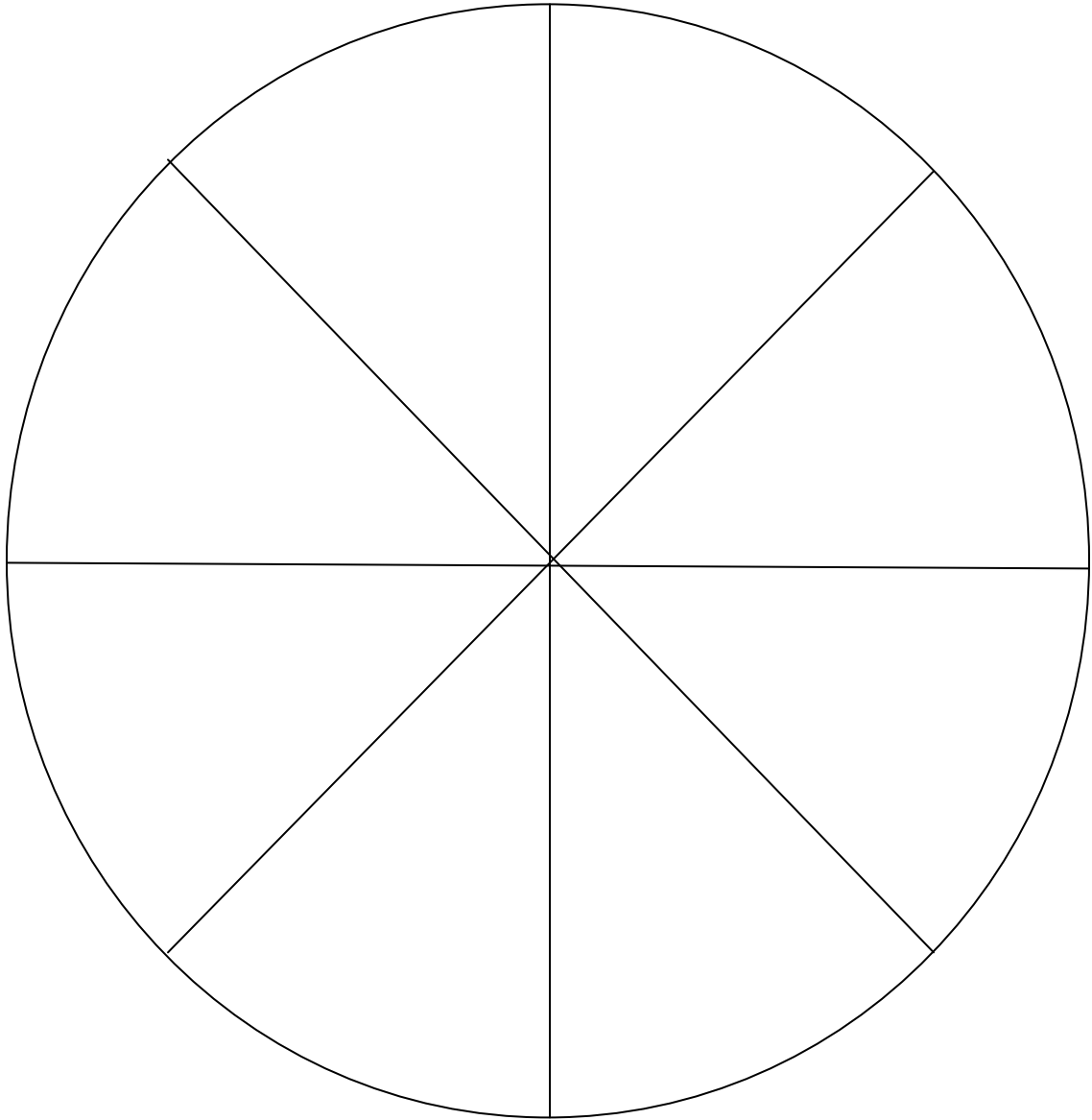
3. Fluency Kits

Prepare fluency kits for each student. Use Zip-Lock® bags and place carefully chosen reading materials, flashcards, and word lists in them. Devote specific times during the day for student to read the content of their Fluency Kits independently, to partners, and to bring to small group reading class for practice. Some teachers keep individualized materials on clipboards to accomplish the same collection of practice material.

Spin, Say and Write!

Name _____

Spin, Say, and Write





L	A	V	A
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Sound Spelling Boxes

Name: _____

Syllable Spelling

