Resources for Guided & Extended Practice in Word Recognition

Lesson Component	Routines and Resource Bank
Guided & Extended Practice (I do, we do, you do) Embed these instructional routines into your lesson plan, on days 2-4 each week Teacher note: As you are lesson planning, note that you will not use all of these strategies every day or every week. Use the strategies frequently, until the students are very comfortable with the task. Then you might vary the task, or build additional tasks in. Once students have a repertoire of tasks/games that they are able to do independently, you may consider creating a choice board. **Teaching Tutorial: Decoding Instruction**	**Word Recognition** **Instructional Routine Card-Decoding Scaffolds** Descriptions of each level of scaffold are linked. The goal is to rely on reading unfamiliar words using only a "sounding out" strategy until mastery with automaticity, or whole word reading (unless the word has been taught as a "red word"). The goal of the scaffolds is to move the students to independent fluent reading, as fast as possible, and only as slow as necessary for mastery. Touch and Say, #6, would be the most highly scaffolded and then the level of scaffolding decreases down to #1, which prompts for appropriate phrasing (prosody, expression). The scaffolds are taught to the students, modeled by the teacher, and prompted during guided practice. These are two be used with words in isolation and in connected decodable text. Students continue to use their strategies in extended (independent/partner) practice. **UFLI Toolkit for Decoding and Encoding (free)** ● Virtual Blending Board (Virtual Blending Board Tutorial) ● Virtual Word Work Mat – Beginner ● Virtual Word Work Mat – Intermediate **Word List Reading (automaticity practice):** ○ Word Spring: Free Decodable Word List Generator

■ This can be done with the teacher (guided practice) or in partners (extended practice). Word lists can be found in structured literacy programs, such as Recipe for Reading or you can enter your scope and sequence and generate materials with Word Spring for free. If using this in partners, first teach students roles and turn taking. One student is the reader, the other is the listener. The listener's role is to pause the reader if they hear any errors, sound the word out together, and then ask the reader to begin again from the top of the list. Older students may enjoy graphing their words read correct.
○ Rapid word charts, which are blank grids in which you enter the words, can be used in lieu of a traditional list. This also encourages students to attend to reading left to right, although the words are in isolation.

Printable Resources:

- UFLI Toolkit: Heart Word Cards, Grapheme Cards, Word Work Mats and more! (free)
- FCRR Student Center Activities | Florida Center for Reading Research

Encoding:
- **Phoneme-Grapheme Mapping:**
  ○ **Elkonin Boxes:**
    ■ Can use manipulatives as a scaffold, prior to using the letters tiles or writing.
    ■ Tapping on fingers is another scaffold prior to mapping on the Elkonian boxes. This can help the student plan out how many sounds they hear.
    ■ Instructional Routine:
      ● Teacher gives the word.
      ● Students repeat the word.
      ● Students write one phoneme in each space.
      ● Then students read the whole word left to right to check all the sounds for accuracy.
  ○ Once students master this skill, they can work in partners for extended practice. One student is the role of the teacher, reading words to the other student who then "maps" them.
  ○ Materials:
    ■ Tech enhanced tool from UFLI Click and scroll to Digital Word Work Apps, in beginner, intermediate and levels. (or see links above)
    ■ Example with Letter Formation (PDF)

- **Dictation:**
  - The same procedure as above is used, but now the scaffolds of the boxes and manipulates are removed. The students can still tap on their fingers to count the sounds prior to writing, if needed. If students still require an additional scaffold, lines for each phoneme can be made, rather than the boxes.
- **Word Building (synthetic phonics):**
  - Use magnetic tiles or magnetic letters to build words. Words can be found in Recipe for Reading. The teacher says the word. The students repeat the word. The students build the word. Then have everyone touch each sound/letter to check their work. Then read the word the fast way.
- **Word Chaining (synthetic phonics):**
  - "Change Game: On white boards, or with magnetic letters, have students spell a word with the target phonetic concept, check and correct, then tell them a new word to change it to one phoneme at a time. For instance, "You spelled coat, now change it to boat." The rule is they may not erase or start over. They must only change one sound at a time to make a new word. The teacher's role is to be intentional in the chains. Consider varying the complexity (initial/ending consonants, vowels, minimal pairs). Only use words containing letter-sound correspondences the students have learned.
  - Once students are proficient in word chaining this can be practiced during independent centers by creating their own word chains, and even using their word chain to play with a partner.

Additional Guided and Extended Practice
- **Word Sorting** (analytic phonics-analyzing orthographic patterns):
  - Word sorts are vocabulary strategies in which students categorize the new words. There are two types of word sorts.
  - Closed Word Sort, the teacher provides the categories.
  - Open Word Sort, students sort the words into any categories that make sense to them. They're thinking creatively and critically. This activity should be done in pairs, so that the students think out loud and communicate their thinking to each other.
  - Procedure:
    - Prepare enough small sets of the vocabulary word flash cards for each pair of
    - students (or have students prepare them).
    - Partners sort the words into the defined categories (Closed Word Sort), or into any
    - categories they want (Open Word Sort).

- ▪ When they have finished, have each pair of students report to the class about their
- ▪ categories as you list them on the board.

- **Word Families** (analytic phonics):

  - o Have students chunk words into recognizable parts by their onset-rime patterns.

  - o Game: How Many Words? Give students a word family to write at the top of a white board. Set a timer for a reasonable time (1 min 30 secs). Have students generate as many rhyming words in that family as they can think of. They get one point per word. They can race against a partner or try to "beat" you.

- **Memory Matching**: Use two colors of cardstock, one for onset, one for the rhyme. Students can play in groups or pairs, turning over one of each to try to make a word. If it makes a match they keep it, if it does not flip it back over. (This can also be purchased as a premade game, Chunks.)

- **Disappearing Alphabet**: This game works on analytic and synthetic phonics. Explain that you are pretending half of the alphabet has disappeared from the world and you are trying to make as many words as you still can. Have children copy letters A-M at the top of a white board. Set the timer for 1 min 30 seconds. Have them generate as many words as possible with only those letters. Play with the children and as everyone shares their words at the end do a think aloud of how you generated your words i.e. rhyming, adding/changing a letter, etc.

- **Additional Games**: What's GNU?, Scrabble Slam (or any homemade variation)

- **Technology Enhanced Games (for extended practice)**: These are examples of free, high quality phonics technology enhanced games. They are only examples and not intended to be an exhaustive list. When evaluating tech enhanced phonics games, it is important to preview them to ensure the task of the game is focused on phonetic application (decoding/encoding), contains only concepts that have been previously taught, and that the phonemes are produced accurately. It is best to choose a specific game students may play, because free sites tend to include both high quality phonics games and games that are "just for fun," but do not teach the target concept. In general, use sites like ABCya with caution, whereas PBS reading games and Starfall phonics games tend to be more consistent. Games can also be projected to your interactive white board for small group or partner play.

  - o https://ufli.education.ufl.edu/resources/teaching-resources/instructional-activities/

  - o https://pbskids.org/superwhy/games/wonder-reds-rhyme-racer/index.html

Irregular or High Frequency Words (Red Words/Heart Words)

● Instructional Routine for Irregular Words

Connect to Word Meaning Embed these instructional routines into your lesson plan, 2-3/week Teacher note: As you are lesson planning, note that you will not use all of these strategies every day or every week. Use the strategies frequently, until the students are very comfortable with the task. Then you might vary the task, or build additional tasks in.	**Mapping from the Phoneme-Grapheme to the Semantic and Meaning Processors** Connect the words you have taught students to encode/decode to meaningful context. Engage in activities that connect words from your phonics word lists in the following ways: ● Word classification ● Word webs ● Synonyms/Antonyms ● Reflections ● Multiple meanings ● Connect to core subjects ● Read aloud/poems/songs **Connected Decodable Text** Decodable text with the same scaffolds as above in the Instructional Routine Card-Decoding Scaffolds. Additionally, here is a weekly routine for decodables. Before using any decodable book option, be sure to check that the text does not contain any concepts not yet taught. Remember, it is only decodable if students have been taught the patterns/words it contains. ● UFI Decodable Text Guide (some hyperlinked options are free) ● GMU TTAC: Decodable List Guide ● The Reading League Decodable List Guide ● Read Works: Creating an account is free. There is a section for free decodable texts. ● Auburn University Free Decodable Texts

Bonus: Phonics Brain Breaks	• YouTube Jack Hartmann Kids Music Channel-Playlist: Phonics Songs (145) • TRL Reading Buddies • Between the Lions Phonics Video Playlist (119) • Watch the Letters Get Down • Sesame Street/Usher Alphabet Song