In Class Notes 11/13/2013

Wednesday, November 13, 2013

11:36 AM

Word study, as described in Words Their Way, occurs in hands-on

During word study, words and pictures are sorted in routines that require students to examine, discriminate, and make critical judgments about speech sounds, word structures

By using students' invented spellings as a guide, teachers can differentiate efficient effective instruction in phonics, spelling and vocabulary

Brain research suggests that students gain greater long term memory when they are

-actively engaged

-manipulating ideas and objects

-using language to clarify

Investigating- do words match? Are they similar or different?

Testing hypothesis/ making predictions

Word study can be accomplished in as little as 15 minutes a day

Teaches students to examine words to discover the regularities

Errors

1. Errors dealing with the alphabetic match of letters and sound (BAD for bed)
2. Errors dealing with the letter patterns (SNAIK for snake)
3. Errors dealing with words related to meaning (INVUTATION for invitation)

3 layers of English orthography

1. Alphabet
2. Pattern
3. Meaning

Within Word Pattern Spelling

Example: BOT, BOTE, BOWT, BOOT (progression to boat)

Can also look at prefixes and suffixes

Spelling Inventories

-not to be used as part of students' grades

-should be given 3 times a year or more

-spelling words get harder as you go along

-should take no longer than 15 minutes

-can be given to whole groups like a spelling test

-should be given in a relaxed atmosphere

-explain to students why they are taking the inventory "I am going to look at this to help you more and figure out what I can do to benefit you"

-when students misspell things, it’s a clue to the teacher about their reading

Word Study Lesson Plan Format

-Demonstrate

-Sort and check

-Reflect

-Extend

10 Principles of Word Study

1. Look for what students use but confuse- if they are using a word that’s a good thing
2. A step backward is a step forward- at least they are changing
3. Use words students can read- no reason to give if they cant read
4. Compare words "that do" with words "that don’t"
5. Use both sound and sight- can see the VC or CVVC at top and read outloud
6. Begin with obvious contrast
7. Don’t hide exception- don’t take it out because its an exception, it will be in reading
8. Avoid rules- there are different ones and
9. Work for automaticity- they can quickly get it, if they already got it they can do it again
10. Return to meaningful text- only 15 minutes of word study then they can go back to their reading they enjoy

Spelling tests: review tests should be given- without asking them to study in advance

<http://ctreading.org/journal/resources-african>

-Minority reading slideshow