**Word Work**

|  |  |
| --- | --- |
| **Instructional Objectives:**  Students will be able to practice correctly spelling words from their personal word-wall list  Students will be able to apply their knowledge of Words Their Way phonics patterns by creating words that are not part of their weekly list | |
| **Academic Standards:**  **1.1.2.B:** Use knowledge of phonics and word recognition to decode and understand new words during reading.  **1.5.2.F:** Use grade appropriate **conventions of language** when writing and editing. - Spell common, frequently used words correctly. | |
| **Teacher Materials:**  Words Their Way graffiti board | **Student Materials:**  \* iPad apps – Spelling Test, Spelling Monster, Skywrite, Word Wizard, and Magnetic ABC, iSort  \* Word Work materials in plastic bins  \* Personal Word Wall list  \* Word Wall composition book |
| **Preparation**  Students are assessed at the beginning of each marking period. Based on these assessments the students are then given an individualized word wall spelling list.  Words on the word wall list are taken from high-frequency word lists. Words are chosen that do not follow the patterns studied in second grade Words Their Way program.  **Anticipatory Set:**  Prior to beginning each rotation, students are asked to set a goal for themselves. Students share either with the class or with a partner what kind of work they will do to “grow their brain.” | |
| **Instructional Input:** *(completed during writing block)*  Monday – Whole class Words Their Way poetry lesson. The weekly phonics patterns are discussed. The students find words in the poem that follow the pattern.  Tuesday – Whole class Words Their Way sorting lesson. The students sort the weekly words into pattern categories.  Wednesday – The students play a Words Their Way game to reinforce the spelling patterns.  Thursday – Whole class lesson, reviewing the words that have been added to the Words Their Way graffiti wall. Discussions revolve around which patterns are more/less common, oddball words, homophones, etc.  Friday – Words Their Way Assessment  Tuesday through Friday – As part of morning work, students complete the word sort independently each day. They have a student partner check their sorts. On Friday, they glue their sort into their book. | |
| **Student Practice:**  Students have three activities to complete during the Word Work rotation.  Activity #1– Use the Spelling Test app to practice their list of words. This app gives students immediate feedback on whether or not they spell the word correctly. This app also tracks a percentage of correctly spelled words which I can check.  Activity #2– Students use the Word Wizard app to make new words for our Words Their Way graffiti wall. This app allows students to use letter tiles to spell new words that follow the phonics patterns. The app sounds out the words for the students so that it can help them to hear if the words they are making are correct.  Activity #3 - Students have a choice of activities to practice either their personal word wall list or general phonic skills. If students use the activities in the plastic bins, they also write the words that they practiced in their Word Work composition book. | |
| *Differentiated instruction:*  Each student has an individualized word wall list. Most students have approximately 20 words. Students who have more difficulty with phonics and spelling have approximately 15 words.  Once a week, I meet with a small group of students. These students have shown weakness with their spelling in writing pieces, as well as a lower score on the mid-year DSA assessment. We review long and short vowel sounds.  *Extension:*  A small group of students did not have 20 incorrectly spelled words on their pre-tests. They used various resources such as their own writing pieces, thesaurus, word lists, and dictionaries to develop additional personal word wall words. | |
| *Assessments:*  The Spelling Test app keeps a record of past practice scores. I am able to view these scores on a regular basis.  At the end of the marking period, students are assessed on the words from their word wall list. Any words spelled incorrectly on the post-assessment are then added to the next marking period’s list for continued practice.  Every Friday, the students complete a Words Their Way Assessment. | |