Step 1: See & Say

These are the menu options for See & Say, the step in the routine that helps students connect the written format of the word to its pronunciation. Our goal is for students to see the word, hear it spoken, and say it themselves.

See It, Say It, Slide It

Materials
- Word written so students can see it
- Word Blending (Appendix D)

WHAT: The aim here is to build students' ability to blend a word's phonemes—that is, to sound out words without stopping between sounds (Gonzalez-Frey & Ehri, 2021). In this activity, students tap a finger for each sound in a word and then slide their finger across a line as they say the word.

HOW: The script below serves to jumpstart your directions and conversation. The **T** is teacher-directed language, and the **S** indicates what students do.

> **T:** Look at this word. It is *bridge*. Say it.
>
> **S:** *bridge*
>
> **T:** The sounds in *bridge* are /b//r//i//j/. Tap the dots on the long line for each sound, and then slide your finger across the line as you say *bridge*. Be sure to stop at the fourth dot. Now you try.
>
> **S:** (Students tap their fingers on each dot on the line as they say /b//r//i//j/. Then they start back at the beginning of the line and slide their fingers across the line, stopping at the fourth dot, while they say *bridge*.)

Appendix D
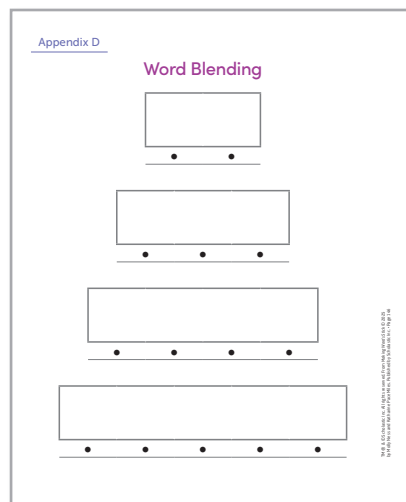
Word Blending

TIPS
- The lines on the Word Blending sheet contain multiple dots, allowing you to use it for words with two to five sounds. Each dot represents a sound. Tap a dot per sound, and then slide up to that dot when blending.
- To encourage continuous blending, provide students, especially younger students, with toy cars for "Drive It," and model how to drive the car smoothly between each letter.

See It, Say It, Clap It

Materials

- Word written so students can see it

WHAT: Syllable awareness is a phonological sensitivity skill that prepares students to identify and study smaller units of sound. This is the classic approach to building that awareness by counting syllables in words, as recommended by the What Works Clearinghouse (Kamil et al., 2008).

HOW: The script below serves to jumpstart your directions and conversation. The **T** is teacher-directed language, and the **S** indicates what students do.

T: Look at this word. It is *bridge*. Say it.

S: *bridge*

T: Watch as I clap the word parts or syllables in *bridge*. (Claps one time—*bridge*.) Your turn.

S: (Claps one time and says *bridge*.)

T: Now look at this word. It is *bridging*. Say it.

S: *bridging*

T: Watch as I clap the word parts or syllables in *bridging*. (Claps twice—*bridging.*) Your turn.

S: (Students clap two times and say *bridging*.)

T: Remind me how many syllables *bridge* has. How many times did you clap? (Pause for responses) Remind me how many syllables *bridging* has. How many times did you clap?

TIP

Be on the lookout for students who are trying to blend in with the group by clapping when others are clapping. Are they clapping after everyone else? If so, they may need additional support.

See It, Say It, Chin It

Materials

- Word written so students can see it

WHAT: Phonological awareness, which includes syllable awareness, is a critical precursor to developing literacy skills (Phillips et al., 2008). This multisensory activity helps students identify and count syllables in words, as recommended in the IES guides. Connecting the mouth to immediate tactile feedback may help some students better identify syllables (Moats & Farrell, 2005).

HOW: The script below serves to jumpstart your directions and conversation. The **T** is teacher-directed language, and the **S** indicates what students do.

T: Look at this word. It is *bridge*. Say it.

S: *bridge*

T: Place your hand under your chin and say the word. Count the number of times your chin drops. Watch me. (Places flat hand horizontally under chin and says *bridge*.) Your turn.

S: (Students place hands under chins and say the word *bridge*.)

T: How many times did your hand drop?

S: Once!

T: Now let's try this with the word *bridging*. Watch the hand on my chin as I say *bridging*. (Places flat hand horizontally under chin and says *bridging*.) Your turn.

S: (Students place hands under chins and say the word *bridging*.)

T: How many times did your hand drop?

S: Twice!

> ### TIPS
>
> - Sometimes students (and teachers) exaggerate the pronunciations of words while doing this activity, which can distract from counting the word's syllables. Just say the word as you typically would in conversation.
> - If the hand drop feels too subtle, mirrors may be useful.

See It Different Ways, Say It

Materials

- Word written in a variety of fonts and/or in cursive so students can see it

WHAT: When students read, they encounter a variety of fonts: serif (e.g., **a**, **b**, **c**), sans-serif (e.g., a, b, c), and even cursive (e.g., *a*, *b*, *c*). To identify letters, they must understand that an *A* in, for example, Courier font looks different from the same letter in Typewriter font, but that both fonts represent the same letter. This activity builds their familiarity with multiple representations of graphemes in print, including cursive.

HOW: The script below serves to jumpstart your directions and conversation. The **T** is teacher-directed language, and the **S** indicates what students do.

> **T:** Look at this word. It is *bridge*. Say it with me.
>
> **S:** *bridge*
>
> **T:** Let's look at the different letters in this word. Sometimes there is only one way to make a letter; for example, the letter *i* looks the same across lots of different types. But the letter *g* might look different based on the font or handwriting. Here, the *g* has a hook at the bottom, but in other fonts it has a closed loop at the bottom—like in cursive. Though they look different, they all represent the same sound and have the same letter name. Can you find any other letters in the word *bridge* that might look different?
>
> **S:** (Students share out any letters that have differing formats.)
>
> **T:** Remember that even if they have a different appearance, the letter name and sound is still the same.

TIPS

- You might begin by showing students a single letter in a variety of fonts, which you can print out from your word-processing program or clip from magazines. Have students describe the differences in the letter's shapes and formats, reminding them that some letters vary greatly (such as *g*) and others don't (such as *o*).
- If your students have not had explicit instruction in or exposure to cursive, focus on various fonts. But if they are familiar with cursive, be sure to include letters written in it.

Step 2: Segment & Spell

These are the menu options for Segment & Spell, the step in the routine in which students analyze the sounds of the word and match the appropriate letters to those sounds. As a result, they make grapheme (letter)-phoneme (sound) connections that build their knowledge of spelling patterns.

Count It, Box It, Spell It

Materials

- Word written so students can see it
- Count and Box Letters student copies (Appendix B)
- Set of 4–5 small manipulatives, such as coins, tokens, small blocks

WHAT: Elkonin Boxes (or simply "sound boxes") are a widely used approach to segmenting sounds in words and matching the letters to the sounds to spell words (Keesey et al., 2015).

HOW: The script below serves to jumpstart your directions and conversation. The **T** is teacher-directed language, and the **S** indicates what students do. Place some pennies in the circle at the top of the page.

T: The pennies in this circle are going to represent sounds in words. I will slide one penny into the top row of gray boxes to represent each sound I hear in a word. Look at this word. It is *bridge*. Say it.

S: *bridge*

T: Now watch as I slide a penny for each sound in the word *bridge* into the top row of gray boxes, which are our sound boxes. (Says a sound in the word and moves a penny into each box.) Watch as I say each sound and write the letter or letter unit that represents that sound in the word. (Says each sound and writes the letter(s) that represent the sound in the box below the sound boxes.) Now I write the word on the line, and I read the word. Your turn. Say the word again.

Appendix B

Count and Box Letters

S: *bridge*

T: Now move a penny into each of the top row of gray sound boxes for each of the sounds you hear in *bridge*.

S: (Students move a penny for each sound.)

T: Now write the letter or letters that represent each sound in the word in the bottom row of boxes.

S: (Students write the letter(s) that represent each sound in the word.)

T: Now write the word on the line and read it.

S: (Students write the word on the line and read it.)

> **TIP**
>
> Change the manipulatives you use as often as possible—bingo stampers, Unifix® cubes, LEGO® blocks, checkers, etc.—to keep the activity fresh.

Count It, Spell It Three Ways

Materials
- Word written so students can see it
- Writing materials

WHAT: Our aim here is to provide students more than one opportunity to practice the letter formation of each letter, and to map the sounds to the letters as they rewrite the word. Simply spelling the word has been shown to be an effective approach to storing words in memory (Colenbrander et al., 2022).

HOW: The script below serves to jumpstart your directions and conversation. The **T** is teacher-directed language, and the **S** indicates what students do.

> **TIP**
>
> Get creative by using sand, fingerpaints, shaving cream on trays, sidewalk chalk, glitter-glue pens, alphabet stickers, pipe cleaners, etc. Sometimes simply giving students more engaging writing instruments is a real motivator!

  T: Look at this word. It is *bridge*. Say it.

  S: *bridge*

  T: Count the sounds you hear in *bridge*.

  S: /b/ /r/ /i/ /j/

T: Now spell the word *bridge*. Be sure to represent each sound you hear.

S: (Students spell the word.)

T: Look at my spelling. Let's say the letters together. Make any corrections.

S: (Students correct their spellings as the teacher and students spell the word out loud.)

T: Now spell the word in three different sizes (S, M, L)/in different colors/ in different directions (sideways, upside down, slanted)/in different handwriting at the bottom of your paper.

S: (Students write the word correctly in three different ways.)

Count It, Line It, Spell It

Materials

- Word written so students can see it

WHAT: This activity leans into the basic spelling approach that Colenbrander and colleagues (2022) found to be effective. However, prior to spelling the word, students underline the letters that make up each sound in it and say each sound.

HOW: The script below serves to jumpstart your directions and conversation. The **T** is teacher-directed language, and the **S** indicates what students do.

T: Look at this word. It is *bridge*. Say it.

S: *bridge*

T: Count the sounds in *bridge*.

S: (Students hold up a finger as they say each sound in *bridge*: /b/ /r/ /i/ /j/— four fingers total.)

T: Watch as I underline each letter or letter unit as I say the sounds in *bridge*. (Says /b/ and underlines the *b*. Then says /r/ and underlines the *r*, making sure it is not attached to the *b*. Says /i/

> **TIPS**
> - The approach to matching the letters and the sounds they make can be used for regularly and irregularly spelled words. For irregularly spelled words, it can be an opportunity to reconcile the sounds in the word with the unexpected spelling of those sounds.
> - Using a mnemonic or memory pronunciation of a word as you spell it may be a good way to secure the irregular spelling of the word in memory— for example, pronouncing *chocolate* as *choc-o-late* as you spell it, or *many* as *m-a-n-y*.

and underlines the *i*, making sure it is not attached to the *r*. Says /j/ and underlines the *-dge*, making sure it is not attached to the *i*. There should be four short lines under each letter or letter unit.) Now it's your turn.

S: (Students say each sound in *bridge* and underline the letter(s) that represent each sound.)

T: Now underline the entire word as you say the word.

S: (Students draw a long line under the word as they say *bridge*.)

Step 3: Study & Suss Out

These are the menu options for Study & Suss Out, the step in the routine in which students activate the meaning of the word. Our goal is for them to understand the definition, identify possible multiple meanings, and correct usage/application of the word.

Word Web It

Materials

- Word written so students can see it
- Word Web (Appendix F)

WHAT: In his explanation of lexical quality hypothesis, Perfetti (2007) explains that our rapid and accurate retrieval of a word is facilitated by a deep knowledge of that word—its meaning, uses, related components, contexts, etc. A word web is a graphic organizer that builds such knowledge. It contains a focus word in the center and related words, phrases, examples, and contexts radiating from it. As students create them, they connect a new word to other words they might know and explore the word well beyond its meaning.

HOW: The script below serves to jumpstart your directions and conversation. The **T** is teacher-directed language, and the **S** indicates what students do.

Appendix F

Word Webs

Definition #1 · Synonym · Antonym · Target Word · Example · Category · Example

> **T:** The word is *bridge*. I'm going to write that word into the middle of my web here because it's the word we are focusing on. In the other spaces, I'm going to put things related to that word. Please join me by writing *bridge* in the middle of your web.
>
> **S:** (Students write *bridge* in the middle of their web.)
>
> **T:** Now let's go to the Definition #1 bubble. Can someone tell me the most common definition of *bridge*, which is a noun?
>
> **S:** (Students provide a definition.)
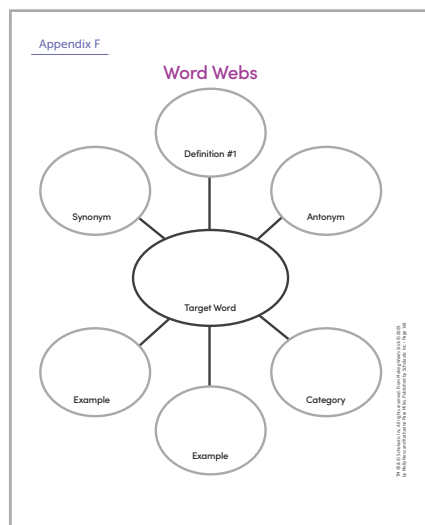
T: Is there another definition of *bridge* as a verb that we can write in the Definition #2 bubble?

S: (Students provide a definition.)

T: In the Synonym bubble, we are going to write words that are similar to *bridge*. Turn and talk to your neighbor about other words that are related to Definition #1. (Waits, and then asks for examples.) Who would like to share?

S: *platform, arch, overpass*

T: Now work with your partner on synonyms for Definition #2. (Waits, and then asks for examples.) Who would like to share?

S: *connect, link, join, attach*

T: Okay, now let's move to Sentence for Definition #1. Please write a sentence that uses *bridge* as a noun. (Waits, and then asks for examples.) Who would like to share?

S: (Students share their sentences.)

T: Now go to the Sentence for Definition #2 bubble. Please write a sentence that uses *bridge* as a verb. (Waits, and then asks for examples.) Who would like to share?

S: (Students share their sentences.)

> **TIPS**
> - In our script, we focus on definitions of words, but you might start with characteristics of words and/or associations with one version of the word. For instance, to build understanding of the *bridge* that cars travel across, students might list things that jump to mind when they think of that kind of bridge—cars, tolls, examples of well-known bridges in their area (e.g., the Golden Gate Bridge or London Bridge from the popular nursery rhyme). This builds students' understanding of one version of the word by exploring its connections, associations, examples, characteristics, etc.
> - There are tons of word webs available for free! The key is to use one that works well for your chosen word. Some words have antonyms, others don't. Some words can be easily captured in a drawing, others can't. Choose your web wisely.

Word Expert Card It

Materials
- Word written so students can see it
- Word Expert Card (Appendix G)

WHAT: With a Word Expert Card, students delight in capturing a word's meaning in an illustration. Specifically, they explore a word in four quadrants: the word itself, the word's definition, an illustration of the word, and the word in a sentence (Landsdown, 1991; Richek, 2005). This kind of visual representation of a word is particularly useful to multilingual learners.

HOW: The script below serves to jumpstart your directions and conversation. The **T** is teacher-directed language, and the **S** indicates what students do.

T: Notice how my page has four boxes, or quadrants. In this quadrant, I'm going to write the word *bridge*. Go ahead and write the word in your box.

S: (Students write the word *bridge* in the appropriate box.)

T: Next, we are going to write down the definition of the word into this second box. A *bridge* is a structure that people cross to go over something, like water. Let's write that down in our boxes.

S: (Students write the definition for *bridge* in the appropriate box.)

T: Next, I'm going to do a quick pencil sketch of the word. Watch as I draw the water underneath and a bridge going over the water so cars can cross. (Draws a pencil sketch of *bridge*.) Now it's your turn to draw a bridge. You can make yours look like mine, or you can add different details. We will draw for two minutes.
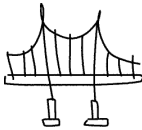
S: (Students sketch an image of *bridge* into the appropriate box.)

T: Now to finish up my word expert card, I want to use the word in a sentence that proves I really know what the word means. My sentence is "The traffic was very heavy as the cars crossed the bridge." Now turn to your neighbor and

Appendix G

Word Expert Card

Name: _____

Word	My definition
bridge	a structure that people cross to go over something
A picture of the word	**A sentence using the word**
	The traffic was very heavy as the cars crossed the bridge.

write a sentence for *bridge*. Once you've got that sentence, you can write it in the last box.

S: (Students talk to a partner to come up with a sentence and write the sentence or a teacher-supplied sentence in the appropriate box.)

T: Our cards are now finished. Go ahead and read your sentence to your neighbor and explain the picture that you illustrated.

TIPS
- The sketch does not need to be sophisticated—a simple pencil sketch works!
- There are many formats for this, including the template we provide. Older students might use blank index cards or simply fold a piece of paper into quadrants.
- If students get overly involved in the illustration of the word, set a timer. If you assign homework, have students do the illustration at home. Older students might use digital imagery, such as Google Images or clip art, to represent the word.
- Ask students to explain their thinking behind their images. Not only does this encourage oral language, but it builds their metacognition and provides insight into their thinking. This is also a great vocabulary assessment activity!

Paint Swatch It

Materials
- Word written so students can see it
- Paint swatch cards taken from hardware stores. If none are available, digital images will work too!

WHAT: Our aim here is to build students' vocabulary depth, the quality of knowledge about words (Hadley et al., 2018). This activity, from our colleague Esther Friedman, helps students examine the semantic relations between words, using gradations of color for inspiration. Gather paint samples from your local home-improvement store and remind children that the more saturated the color, the more intense the level of the word.

HOW: The script below serves to jumpstart your directions and conversation. The **T** is teacher-directed language, and the **S** indicates what students do.

T: We've been working with the word *bridge* when it's used as a noun. But *bridge* can also be a verb, or an action word. When *bridge* is a verb, it means to make a bridge across things, or to connect things.

For example, if I wanted to cross over a stream I could say, "The fallen log bridged the stream so I could get to the other side."

T: The different levels of colors on the paint swatches represent different levels of meaning or variations of the same word. The deeper the color, the more advanced or sophisticated the level of the word is. So I need to think of words that are related to *bridge*. Right away, I think of the words *link* and *connect*. I'm going to choose the word that's weakest, *connect*, for the lightest color on my swatch. It could mean just barely making things meet. Next could be *link*, it means joining two things—like links in a chain link fence.

S: (Students write the words in their paint swatches)

T: Now if I'm thinking about levels of the word, then our word *bridge* would go above *link* and *connect*—since it's a deeper or more advanced word that means to link or connect. Let's write that word in.

S: (Students write *bridge* in the third level of their paint swatches.)

T: I'm going to think of an even more advanced word that's related to *bridge*, *connect*, and *link*, and it will go at the top of our paint swatch. The word is *span*. I'll write it for you to see, and you can add it to your swatch.

S: (Students write the word in their paint swatches.)

T: My paint swatch shows me that all of these words are related or connected, but there are different levels of words.

TIPS

- Start with three levels of colors to limit the number of words you generate. As students master the activity, increase the number of levels.

- Jumpstart your thinking— and your students' thinking—with the thesaurus. Think aloud as you look up a word. Many students may not be familiar with the thesaurus, and this activity helps them get familiar with it!

Study & Suss Out

Word Parts

Materials
- Word written so students can see it
- Word Part Organizer (Appendix C)

WHAT: Let's build our students' understanding of morphology, or how meaningful parts of a word come together to create the word's overall meaning. A review of research (Bowers et al., 2010) indicated that morphological instruction benefits younger readers, particularly less skilled readers.

HOW: The script below serves to jumpstart your directions and conversation. The **T** is teacher-directed language, and the **S** indicates what students do.

T: We have been working with the word *bridge*. We've looked at it as a noun and a verb. Now I'm going to add different word parts to *bridge* to connect it to new words: *bridging* and *bridged* and *bridges*. Say these words as I point to them.

S: *bridging*, *bridged*, *bridges*

T: Write *bridge* in the box.

S: (Students write *bridge* in the box.)

T: Write the definitions below *bridge*.

S: (Students write the definitions.)

T: Confirms the definition with students' help.

T: Now let's add the ending *-ing* in the box on the right side.

S: (Students write *bridging* in the box on the right.)

T: When we add *-ing* to a word, it turns the word into a present-tense action. So what would *bridging* mean?

Appendix C

Word Part Organizer

Target Word   + Ending =

Target Word   + Ending =

Target Word   + Ending =

Target Word   + Ending =

TIP
Most second and third graders are ready to read and write simple prefixes and suffixes. Be sure to explain their meanings so students can apply that knowledge to other words.

S: (Students share ideas about what *bridging* means.)

T: Write the definition in your own words under *bridging*. (Repeat for *bridged* and *bridges*)

Know Its Many Meanings

Materials

- **A word with multiple meanings written so students can see it**

WHAT: Being able to use a word accurately and appropriately in a sentence is the ultimate goal of vocabulary learning! For this activity, give students a word with multiple meanings and then have them write sentences that demonstrate their understanding of each meaning. This instructional recommendation builds children's application of multiple-meaning words (Booton et al., 2022).

HOW: The script below serves to jumpstart your directions and conversation. The **T** is teacher-directed language, and the **S** indicates what students do.

T: The word is *bridge*. This word has more than one meaning as a noun, and it can be a verb like we discussed. Let's talk about its different meanings when it is a noun. We've discussed that it can be a structure that connects one thing to another, like a bridge that goes over a river so cars can cross. Here are other ways we can use *bridge*.

- The bridge of your nose, which is the upper part in between your eyes
- Something that dentists use to replace missing teeth
- A card game that people play in groups of four
- A section in a piece of music that connects one part to another

T: Listen as I use *bridge* in a sentence; I'll use the meaning of *bridge* that relates to dentists. The dentist used a bridge to fix the patient's missing teeth.

T: Now together, let's write a sentence for the *bridge* that is a part of music. Can you help me think of a sentence?

S: (Students help teacher think of a sentence.)

T: Now there are two other types of *bridge*. Let's see if the partner sitting closest to the door can come up with a sentence using the word *bridge* as it relates to a part of your nose. Go ahead and try.

S: (Partner 1 shares a sentence referring to the bridge of your nose.)

T: Now the other partner will come up with a sentence for the *bridge* that is a card game. Take a minute to think of a juicy sentence with details. Okay, Partner 2, share your sentence.

S: (Partner 2 shares a sentence referring to the card game called *Bridge*.)

T: Who would like to nominate their partner to share their sentence because it had so many juicy details?

T: When you get back to your seats, choose one way to use *bridge* in a sentence and write it down. You may use a sentence that you heard or a sentence that you gave.

> **TIP**
>
> As children move up in grade level, it's easy to prioritize reading and writing over speaking and listening. But it is still critical to develop oral-language skills, especially for English language learners.

Word Ladder It

Materials

- Word Ladder (Appendix H)

WHAT: In this activity, students consider the spelling and meaning of a word and how a small change to its spelling can radically change its meaning. In addition to decoding and spelling skills, this activity builds vocabulary and phonemic awareness.

HOW: The script below serves to jumpstart your directions and conversation. The **T** is teacher-directed language, and the **S** indicates what students do.

T: Let's start at the bottom of this ladder. If I asked you to write the word that means "a structure that connects two pieces of land," you would write the word *bridge,* so please do that.

S: (Students write *bridge*.)

T: Next clue: Delete one letter to change the meaning to "a long, narrow raised piece of land."

S: (Students write *ridge*)

T: Next clue: Delete one letter and change one letter to change the meaning to "the end of a surface."

S: (Students write *edge*.)

T: Next clue: Add a letter to mean "a row of bushes."
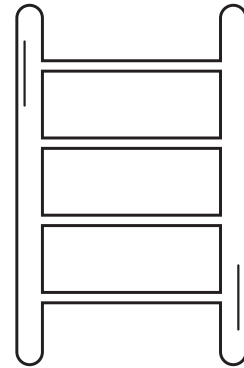
S: (Students write *hedge*.)

T: Last clue: Change a letter to make the word that means "a piece of wood that is narrow on one side and thick on the other and is used to shove between two objects or things."

S: (Students write *wedge*.)

TIP

This activity is especially fun to do in pairs or small groups as a competition to determine "teams" that can figure out words based on the clues.

Study & Suss Out: Function Words

There are many words that can't be defined or depicted—you need to use them to understand their meanings (Miles & Ehri, 2017; Miles et al., 2018). Function words, such as *there*, *were*, and *its*, are among them. Because function words are tricky to define, they need a specific type of activity for Study & Suss Out. In other words, use Steps 1, 2, and 4 for function words, but the following substitutions for Step 3.

Hear It, Use It

Materials

- Word written so students can see it
- A set of word cards in small plastic bags that form a sentence and a question for each student. See guidelines below.

WHAT: Remember that function words have little meaning but signal grammatical relationships, hold semantic importance, and are the connective tissue of sentences (Miles et al., 2018). In this activity, students listen for the word in a sentence read to them and then create their own sentences containing the word (Ehri & Wilce, 1985). Thus, the activity provides exposure to the function words, in addition to application.

HOW: The script below serves to jumpstart your directions and conversation. The **T** is teacher-directed language, and the **S** indicates what students do.

T: Look at this word. It is *across*. Say it.

S: *across*.

T: Now listen to how the word *across* is used in this sentence, "My best friend lives across the street from me."

T: In this baggie, you have words that create a sentence. Please put them in order on your desk to create a sentence. There may be some words that you don't use. Just put those over to the side.

| Trevor | the | walking | will | bridge | the | be | . |

| across | to | race | finish | Will | ? |

S: (Students empty their baggies and arrange the words in a sentence, including the punctuation card with a period on it.)

Trevor	will	be	walking	across	the	bridge

to	finish	the	race	.

T: Read your sentence to a neighbor.

S: (Students read their sentence and make any corrections.)

T: Now create a question using the words. You may leave out different words this time.

S: (Students rearrange the words to create a question, including the punctuation card with a question mark on it.)

Will	Trevor	be	walking	across	the	bridge

to	finish	the	race	?

T: Read your question to a neighbor.

TIPS
- Students can make longer or shorter sentences depending on their sentence generation abilities.
- When working with multilingual learners, it may be helpful to provide the placement of two of the word cards in the sequence (beginning, middle, or end) to get the students going.

Choose It, Use It

Materials

- A paragraph from a grade-level text with function words omitted or redacted

WHAT: In a 2018 article, Katie and colleagues (Miles et al., 2018) wrote that function words "rely on surrounding words for their meaning" and that they are particularly difficult to learn in isolation—when no information is available about the meaning or usage of the word. Logically, our function word instruction should focus more on usage and application, as in this activity. For this activity, students read a text with function words redacted. From there, they must think about possible words and incorporate them in a way that makes the text make sense.

HOW: The script below serves to jumpstart your directions and conversation. The **T** is teacher-directed language, and the **S** indicates what students do.

T: We are going to complete a paragraph that is missing a bunch of words! Read this to yourself and circle the word that makes the most sense when you come to the blank. Go ahead.

S: (Students begin reading the paragraph silently and circling the appropriate missing words.)

Word Bank

their	by
where	from
around	because
is	its
are	then
they	

Space ▮ a big place ▮▮ stars, planets, and moons ▮▮ found. The planets move on ▮▮ paths ▮▮ the Sun because ▮ gravity pulls them. Earth is special ▮▮ it's the only planet we know of ▮▮ people can live. The Moon stays close ▮ Earth, but it doesn't have air to breathe. Rockets come ▮▮ Earth to explore space, and ▮▮ astronauts can study what ▮▮ find. Space is amazing and full of mysteries to discover!

T: Now whisper-read your paragraph and see if you need to make any adjustments.

S: (Students whisper-read their paragraphs.)

T: Now read your paragraph to a partner. Take turns and make any corrections.

S: (Students take turns reading their paragraphs to their partners.)

T: Now let's read our paragraphs altogether. Make any adjustments.

Step 4: Search & Stick

These are the menu options for Search & Stick, the step in the routine designed to help students automatically recognize the word. Our aim is immediate retrieval, efficiency, and connection to the word's use in text.

Hunt for It

Materials

- Grade-level text and/or decodable readers
- Small sticky notes
- Decodable and/or leveled text
- Magnifying glass (optional—just for fun!)

WHAT: It's not enough for us to help students recognize words in isolation. We must help them transfer—or extend—what we've taught them in word study to connected text (Bransford et al., 1999). This activity helps them to do just that.

HOW: The script below serves to jumpstart your directions and conversation. The **T** is teacher-directed language, and the **S** indicates what students do.

T: We have been working with the word *bridge*. This word has a beginning /br/ blend and a consonant cluster of /dge/. We are going to see if we can find those phonics patterns in other books that we read. When you read words that have either one of those patterns, place a sticky note next to it.

S: (Students begin reading the book, and at the end of reading a sentence, they go back to place a sticky note on the page where they've located an appropriate word.)

T: Nice job reading the book. Now, flip through and remove all the sticky notes while you read each underlined word.

S: (Students read all similar words as they remove the sticky notes.)

Word Sorts

Materials

- Small plastic bags
- Sets of 5–10 words with the new spelling pattern (e.g., -*dge*) and 5–10 review words with a different spelling pattern (e.g., *j*)

WHAT: Word sorts allow students to compare and contrast how similar sounds may be spelled with different phonetic concepts. Here we draw students' attention to two spelling patterns. Those patterns can represent the same sound (/j/ spelled *j*, *g*, or *dge*) or two easily confused spelling patterns that represent different sounds (*or* vs. *ar*).

HOW: The script below serves to jumpstart your directions and conversation. The **T** is teacher-directed language, and the **S** indicates what students do.

T: We have been working on the word *bridge*. Now sort this baggie of words into two columns: words that end in -*ge* and words that end in -*dge*.

T: Since words in English never end in *j*, if you hear /j/ at the end of a word it must be -*dge* or -*ge*. The spelling -*dge* is used right after a short vowel, but the /j/ sound after any other sound is spelled with -*ge*.

S: (Students dump the baggie onto the table, find the colorful heading strips, and sort the words into the two piles: *bridge*, *hedge*, *ledge*, *fridge*, *badge*, *wedge*, *lodge*, *judge*, *nudge*, *age*, *huge*, *cage*, *page*, *rage*, *large*, *change*, *orange*, *village.*)

T: Now quietly read down both columns.

S: (Students quietly read the words in the columns.)

T: Now read these words to your partner. Partner 1 reads column 1, and Partner 2 reads column 2. Then switch columns.

S: (Students take turns reading aloud down each column.)

T: Now who can explain the spelling pattern when you hear the /j/ sound in a word?

TIP

Be sure students read the words aloud after they sort them into two columns to help them process and analyze the spelling-to-pronunciation connection. You might have them audio record themselves saying the words or use whisper phones!

Find Its Look-Alike

Materials

• Look-Alike Word Activity (Appendix I)

WHAT: In this activity, students pay very close attention to letter combinations in similarly spelled words to read them accurately and efficiently.

HOW: The script below serves to jumpstart your directions and conversation. The **T** is teacher-directed language, and the **S** indicates what students do.

T: We have been working on the word *bridge*. You will see that word and many other similarly spelled words on this chart. Your job is to slowly read the words aloud to a partner the first time, and then try to read them more swiftly on your second turn. Get ready, Partner 1.

S: (Partner 1 reads the chart of words accurately.)

T: Okay, now Partner 2 get ready.

S: (Partner 2 reads the chart of words accurately.)

T: Now Partner 1, it's your turn again. Try to read a little more swiftly this time, but you must remain accurate!

S: (Partner 1 reads the words.)

T: Partner 2, it's your turn to read a bit more swiftly while remaining accurate!

S: (Partner 2 reads the words.)