



## Working with Words

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In Kindergarten and Grade 1 of *Literacy Place for the Early Years*, there are five interactive teaching areas to assist students in learning about how words work. These components of a word study program enable young students to understand how the visual-sound system operates so they can analyze words when reading and construct words when spelling. These five areas are

- phonological and phonemic awareness—helping students to internalize the sounds and rhythms of language
- letter knowledge—focusing on students' automatic recall of letter shapes and names
- high-frequency words—helping students recall the most commonly used words in the language to increase their fluency in reading and spelling
- word solving and building—emphasizing how patterns can be used to analyze words when reading and to construct words when spelling
- language predictability—encouraging students to use the predictable structures and context of written language, to integrate visual-sound cues with other sources of information in reading, to work out word meanings, and to cluster predictable patterns of letters in spelling

In Grades 2 and 3, the teaching areas of high-frequency words, word solving and building, and language predictability are sufficient for most students. However, you may find there are a few children who still require practice with letter recognition and phonological awareness. The sections from the Kindergarten and Grade 1 resources are helpful in programming for the needs of such students.

For a list of the behaviours and strategies covered in each of the Interactive Teaching Areas, see the Developmental Continuum in the *Program and Planning Guide* (pages 76–80).

### Teaching Working with Words

A three-fold approach is recommended for teaching word study concepts and strategies: in-context teaching, focussed lessons, and individual practice by students.

**In-context teaching** refers to incidental teaching or “teachable moments” that occur in the context of everyday classroom life. In the *Working with Words Guide*, there are several suggestions for incorporating concepts from each of the teaching areas into general classroom activities. For example, in Kindergarten during Shared Reading experiences, you can divide contextual words into onsets and rimes (e.g., h-at, b-all) and ask students to blend them back into words.

**Focussed lessons** enable you to teach specific concepts or elements to small groups or the whole class. You will need to set aside 15 to 20 minutes on a daily basis for these working with words lessons. The focussed lessons are designed to engage students in active learning about sounds, letters, and words. For example, the Word Solving and Building lessons involve manipulation of letter cards to form words. Then students sort the words into specific patterns. Once they are familiar with the patterns, students use this knowledge to read and write other words with the same pattern. Check the ‘Focussed Lessons’ section of the *Working with Words Guide* for lessons to support your students’ needs in the five areas of teaching.

Once students have experienced concepts and strategies in contextual settings and in focussed lessons, they should have opportunities to practise them independently. This **individual practice** can be provided at Literacy Centre time or following individual lessons. See the suggested activities for Independent Practice in the *Working with Words Guide*.

Note—Many of the materials you will require for working with words lessons can be downloaded from the LPEY website. Examples include letter cards (student and teacher), Building Words word cards, high-frequency words cards, and reproducible pages.

If you have a question you would like answered, please email your request to: [workshops@scholastic.ca](mailto:workshops@scholastic.ca).