



WORRIED ABOUT WORD WORK? WHY, WHEN, AND WHAT?

ESSENTIAL UNDERSTANDINGS

- ✘ Word work is **necessary** early in lessons for learning to look at print (LLAP) and embedded in continuous texts (reading and writing) in later lessons.
- ✘ What do the word work procedures **LOOK LIKE** for **early** and **late** lessons.

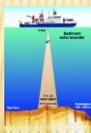
✘ **Reading**



Writing

WHAT TO DO AND WHEN TO DO IT?

- ✘ We will examine video tapings to see word work in action. We would expect *echoes across the lesson*.
- ✘ We will use the word work cheat sheet as a guide across this presentation, so please have it handy.



MARIE CLAY WORDS OF WISDOM

- ✘ “If the child has to make a short sharp detour from reading continuous text to study something in isolation, what is learned should soon recur in the context of continuous text because this is what reading books and wiring stories is about.”
- +Clay, LLI, Part 1, p. 25

WHOLE TO PART AND BACK TO WHOLE

- ✘ “A detour may help the child to pay attention to some particular aspect of print but, clearly, the detail is of limited value on its own. It must in the end be used in the service of reading and writing continuous text.”
- + Clay, LLI, Part 1, p. 25

A LITTLE BIT OF THEORY - WHY WORD WORK

- ✘ “You relate what you hear or see to things you already understand.
- +The moment of truth is the moment of input,
 - ✘ How you attend
 - ✘ How much you care
 - ✘ How you encode
 - ✘ What you do with it
 - ✘ And how you organize it.

Clay, LLI, Part 2

EARLY LEARNING THE JOURNEY OF A WORD

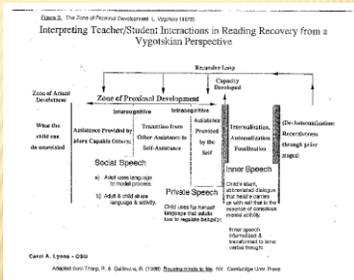
- ✘ New
- ✘ Only just known
- ✘ Successfully problem-solved
- ✘ Easily produced but easily thrown
- ✘ Well-known and recognized in most context
- ✘ Known in many variant forms.
- ✘ Two vocabularies (reading/writing) pp. 40-41
 - ✘ Clay, LLI, Part 2, p. 46

A NOTE OF CAUTION

- ✘ The 'Pebble in the Pond' Effect
 - + New learning can create a disturbance in an old response pattern that had seemed to be learned.
 - + ECHOES across the lesson.
 - + LINK, LINK, LINK.

• M. Clay, *Literacy Lessons Designed for Individuals Part 2*, p. 153

THE ZONE OF PROXIMAL DEVELOPMENT



SPATIAL LAYOUT

- ✘ Breaking letters out of words (*known words*)
 - + To teach directionality and spatial layout

+ can  (letter by letter)

+ w/ent (by onset/rime)

SEEING SOMETHING HE RECOGNIZES

- ✘ Learn to look at print (*known words*)
 - + Writing know words from reading or writing
 - ✘ Expand the meagre knowledge of words
 - ✘ Magnetic letters
 - ✘ Write it in BIG letters
 - ✘ Trace it
 - ✘ Construct or write to fluency without lapses
 - ✘ Clay, LLI, Part 2, pp. 23-24, 39-41

TO INCREASE THE DIFFICULTY

- ✘ Place the correct letters scrambled and they assemble the word prompted
- ✘ Place the correct letters in from a larger array of letters
- ✘ Have him write the letters

• Clay, LLI, Part 2, p. 141

TAKING WORDS APART

- ✦ Learning about words and CAP
 - + Make the word with magnetic letters & read
 - + Pass the letters to the child to make his copy
 - ✦ Say: "If we were going to write this word, we would have to make it letter by letter."
 - ✦ Say: "What word have you made?"
 - + CAP questions (LLI, Part 2, p. 43)
 - Clay, LLI, Part 2, pp. 42-43

TAKING WORDS APART

- ✦ Breaking words left to right
 - + look/ing
 - ✦ Say: "What is the first letter in look? Can you hear the last part of *looking*? We can take the first part away.
 - ✦ Demonstrate moving 'look' to the left and then bringing the inflection over to it and read it for the child. Have the child do this and read it as a whole and as two parts.

TAKING WORDS APART

- ✦ Breaking words left to right
 - + w/ent
 - ✦ Demonstrate moving the 'w' to the left and reading it in two parts, then slide the 'ent' to the left and read it as a whole.
 - ✦ Ask the child to mimic.

• Clay, LLI, Part 2, pp42-44

MORE ABOUT ATTENDING TO WORDS IN ISOLATION

- ✘ To look for similarities (comparing two words)
 - + go no (teacher's)
 - + go no (child's)
- + Compare and contrast
- + Increase the difficulty level
- + go no (teacher's) LEAVE UP!
- + go (n) (s)

Clay, LLI, Part 2, p141

MORE ABOUT ATTENDING TO WORDS IN ISOLATION

- ✘ Onset & Rime
 - + back, pack, sack
 - ✘ Say these three words
 - ✘ Ask the child to say the part that is the same
 - ✘ Make that part on the board
 - ✘ Pass the child the initial letter while you say the word
 - ✘ To make the task harder use chunks
 - ✘shack, track, slack
 - ✘trick, truck, track

Clay, LLI, Part 2, p. 143

WORD WORK IN ACTION

- ✘ Show me what it looks like.
- ✘ Show me and I will understand.
- ✘ Demonstration makes it easy to learn *how to*.
- ✘ **VIDEOS**

TAKING WORDS APART WHILE READING

- ✘ It is an entire section, section 12!
 - + Clay stated, "In the 1993 version of the procedures no more than one or two minutes were scheduled for 'Making words in isolation' (although teachers made it last very much longer than that!). In this book of revised teaching procedures look for clarification of taking words apart in several places..."

TAKING WORDS APART WHILE READING

- ✘ What are the "several places"?
 - + Familiar reading (only if necessary)
 - + After the running record
 - + Breaking words at the board
 - + In writing
 - + Preparatory work on the new book
 - + During the new book (prompt straight to the information needed to solve the problem)
 - + After reading the new book

Clay, LLI, Part 2, p. 125

TAKING WORDS APART WHILE READING

- ✘ Clay stated, "Extended work with words in isolation may be necessary for some children, but time spent on this activity should be minimized. It is too detached from the way the child needs to work on continuous texts.

Clay, LLI, Part 2, p. 140

TAKING WORDS APART WHILE READING

“It created a kind of dependency that involves guessing ‘what the teacher is thinking’. It emerges from a concept of storing items in memory for later use. The child’s immediate task is to *discover way to solve words in texts.*

Clay, LLI,2 p. 140

A SCALE OF HELP WHILE READING

- ✦ Let the child solve the word.
- ✦ Prompt to the word beginning (initial letter, onset, cluster) or to the ending (inflection or rime or to any known part).
- ✦ The child divides the word with his finger on print or uses a card to mask it in some way.
- ✦ The teacher articulates the part clearly and the child locates the part
- ✦ The teacher divides the word with finger or masking card
- ✦ The teacher constructs part of the word making it larger in some ‘grand manner’. (Use gestures, a whiteboard, or magnetic letters.)

MUST HAVES!

- ✦ Magnetic letters close at hand in alphabetic order (cookie sheet or letter tub)
- ✦ White board, marker, eraser
- ✦ Masking card
- ✦ Child’s finger

WHEN NECESSARY

- ✦ Teach relevant distinction
- ✦ Arrange for it to recur
- ✦ Several opportunities to revisit
- ✦ Keep it on a refresh list
- ✦ Link today's analysis into tomorrow's word work
- ✦ Create optional extra 'words in isolation' time for rehearsal and links

CHECK IT & CLAP IT & WRITE IT

Check it

- ✦ (pp. 12, 13, 40, 42, 43, 108, 140, and 141)

✦ Clap it

- ✦ p. 72 DO NOT SKIP THIS STEP!!!! Ask the child to clap the parts he can hear. He must **hear** the difference before you ask him to **see** the difference.

✦ Write it

- ✦ Blue Boxes on pp. 97 and 123

WORKING OUT NEW WORDS USING A PARTIAL ANALOGY

- ✦ Two known words
 - + The teacher quickly writes 'stop' and the child reads it
 - + The teacher quickly writes 'day' and the child reads it
 - + The teacher quickly writes 'stay' and the child reads it

HOME CONNECTION

Parent Night Idea

Use Fountas & Pinnell's "25 Ways to Use Magnetic Letters at Home" as an activity for a parent night and send each family home with a bag of magnetic letters to keep playing the word games at home.

2003, by Pinnell & Fountas from *Phonics Lessons*, p. 159

AND IN THE END...

- ✦ "When the child's series of lessons ends and he is reading a text of appropriate level he should be able
 - + *To solve a multisyllabic word (one that is new, not yet familiar, or unexpected) within continuous text without slowing up too much, and by working flexibly with word parts and clusters of letters from an awareness of how words work.*

M. Clay, *Literacy Lessons Designed for Individuals: Part 2*, p. 156
