

WORD *play*

DIFFERENTIATED WORD STUDY CURRICULUM

FIRST GRADE

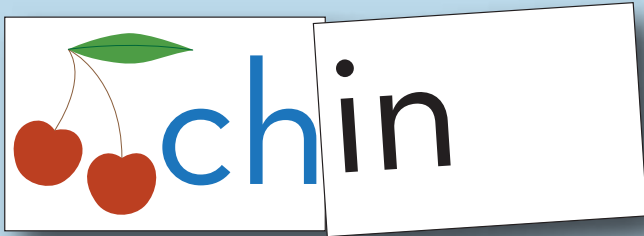
- ✓ *chunk spelling*
- ✓ *spelling homework*
- ✓ *differentiated word sorts*
- ✓ *word family poetry*
- ✓ *phonics lessons*
- ✓ *games & more!*

Second Story Window

CHUNK SPELLING

teaching spelling by analogy

resources for independent
word building



resources for building
words together as a class

250+
pages

cr crayon

ab

SOUND BOARD for Beginning Consonants

b	ball
c	cat
d	dots
f	fan
g	guitar
h	heart
j	jar
k	key
l	ladybug

m	mitten
n	net
p	popcorn
r	rocket
s	sun
t	train
v	van
w	watermelon
y	yo-yo
z	zebra

SOUND BOARD for Beginning Blends & Digraphs

Beginning Blends	Beginning Blends & Digraphs
bl	brush
cl	crayon
fl	clock
gl	dress
pl	flag
sl	glue
tw	slide
12	prize
12	grapes
12	plug
12	train
12	thr
12	three
12	shr
12	shrimp
12	spl
12	splat
12	spr
12	spray
12	squ
12	square
12	str
12	strawberry

If you can spell **hug** and
slug you can spell:

b ug

d ug

h ug

j ug

m ug

r ug

t ug

s ug

pl ug

ch ug

sm ug

sn ug

shr ug

photo helps for
vocabulary building

slot

a long, thin opening



I put two coins in the slot of my piggy bank.



He watched the horse trot around the field.

SPELLING HOMEWORK

weekly spelling practice

SPEED WRITE

Using a timer, write your words as many times as you can in 1 minute.

DEFINE IT

Write a definition for each of your words in the space below. A parent or sibling can help!

PARENT TIP:

Look, Say, Cover, Write (and check!) is a tried-and-true method for learning new words. Saying the word outloud, visualizing it, and writing it from memory are valuable strategies for students to practice often.

CLAP & SNAP

Spell your words outloud. As you say each letter, clap if the letter is a consonant and snap if it is a vowel.

Color if you did this activity. ☆

OPERA SPELLER

Spell your words outloud like an opera singer.

Color if you did this activity. ☆

CHOOSE YOUR OWN

Do any spelling practice activity (or two) that you would like. Record the activity below!

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-ug

CHUNK SPELLING homework

menu

Name _____

choose any two

1.4

- tri-fold style
- choice menu
- parent tips
- sensory & gross motor choices
- non-paper choices

72
pages

+2 editable

- space for words
- look, say, cover, write space every week
- chunk-themed shape write

WEEKLY SPECIAL:

-ug

1.4

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

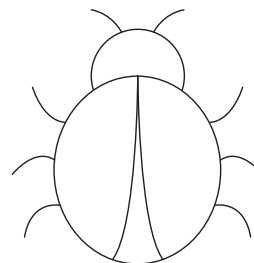
10 _____

PENNED

Write your words neatly with a pen. You can try using a different pen for each word.

SHAPE WRITE

Write your words in and around the shape. Try to fit them in as many times as you can!



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LOOK, SAY, COVER, WRITE

Look at a word on your list. Say it out loud. Fold the page to cover the words. Use your memory to write the word on the line. Check. Repeat with each word.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

WORD SORTING

differentiated word study







Name	Benchmark Spelling Assessment
Date	
1.	10.
2.	11.
3.	12.
4.	13.
5.	14.
6.	15.
7.	16.







Student Name		BENCHMARK SPELLING ASSESSMENT				
		Grade 1	FORM A			
Directions: Mark the box below each word spelled correctly. The word must be spelled with complete accuracy. The one exception is for letter reversals. Count a reversed letter for the letter it was intended to be. Reversals are handwriting errors, not spelling errors.						
Use the first box for the first time you give the assessment. If you give the assessment multiple times, mark in other boxes with different colors of pen to track growth over time. Total the number of words correct at each level and record the totals at the bottom. The first level where the student misspelled 2 or more words is the student's instructional spelling level. If the student completed the assessment without missing 2 words on any level, assign the student to the highest level or give the assessment for second grade.						
LEVEL 1A						
nod	bus	web	log	pal	fix	total
						0 10
LEVEL 1B						
chop	shed	drum	thin	step	glad	total
						0 10
LEVEL 1C						
trunk	cloth	quick	small	spring	fresh	total
						0 10
TOTALS:						
Date	Level	ASSESSMENT 1 1A, 1B, 1C	Total words correct	Date	Level	ASSESSMENT 2 1A, 1B, 1C

Benchmark Spelling Assessment FORM A		Grade 1: Teacher Instructions
Directions: I am going to ask you to write words. Some of the words are easy and some might be hard. If you don't know the word, guess all the sounds you hear. Do your best. I want to know how well you can spell and this will help me know how to help you. I will ask you to write the word two times, use it in a sentence, and then say the word again. Do you have any questions?		1. Make sure each student has an answer page and has written his/her name.
		2. Call each word clearly. Avoid drawing out the sounds or breaking it into syllables.
		3. Say the number and ask students to check that they're on the correct number. Clearly say the word two times, read the sentence, and then say the word again.
		4. Move around the room to monitor students. Allow time for students to answer, but keep a quick pace.
		5. If students are distressed by not knowing a word, remind them to just write all the sounds they hear.
nod	If he knows the answer, he will nod his head.	nod
bus	We ride the bus to school.	bus
web	The spider spun a web in the grass.	web
log	The rabbits live below the log .	log
pal	My pal and I like playing hide-and-seek.	pal
fix	Her bike broke, but she can fix it.	fix
chop	We will chop the onions for the soup.	chop
shed	Get the rake out of the shed .	shed

Benchmark Spelling Assessment (2 versions)

750+
pages

Name			SORT 14C short vowel sounds		
short a	short o	short u			
hat	fox	tub			
					
					
has	bug	top			

Name			SORT 14A some vowel word families		
					
					
bug	run	mug			
sun	hug	bun			

Name			SORT 14B some vowel word families		
-ug	-ut	-un			
tug	hut	fun			
					
					
jug					

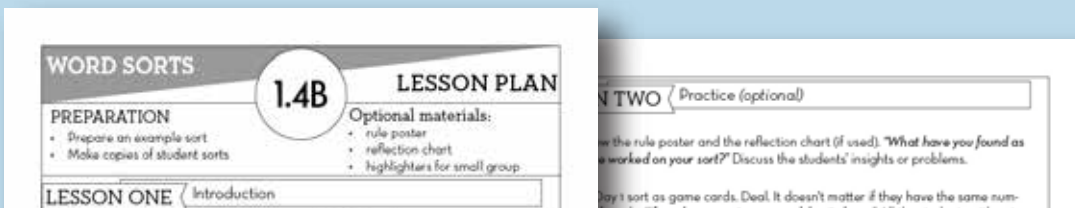
3 levels of sorting tied to weekly spelling chunk

tap	rob	cup
-----	-----	-----

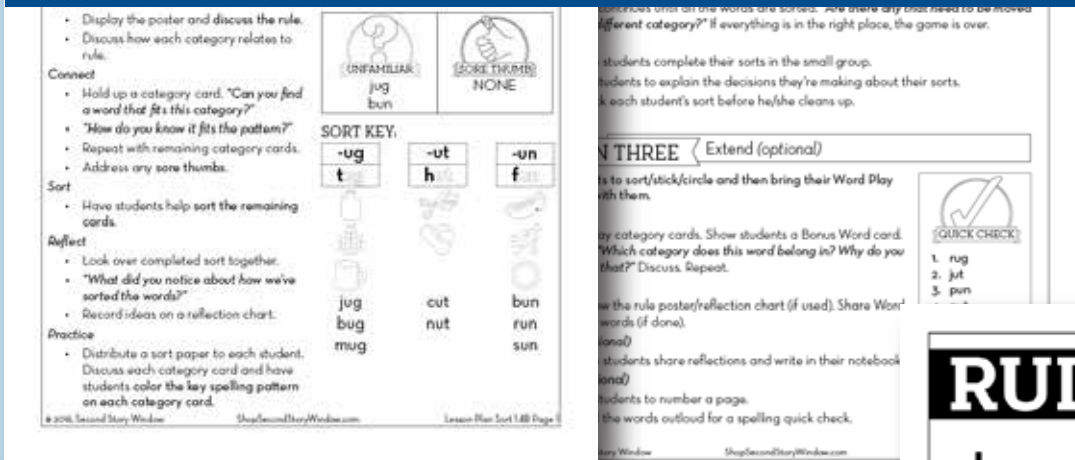
bug	bun	run
-----	-----	-----

WORD SORTING

differentiated word study



Lesson plans



- weekly lesson plans for each sort level - includes 3 lessons and a quick assessment

RULE

I can read new words by using

ch

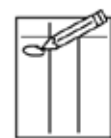
SORT, STICK, CIRCLE



1. Sort your words.



2. Glue your words into your notebook.



3. Circle the feature in each word.

Teacher Sorts



- larger size teacher sorts including extra bonus words

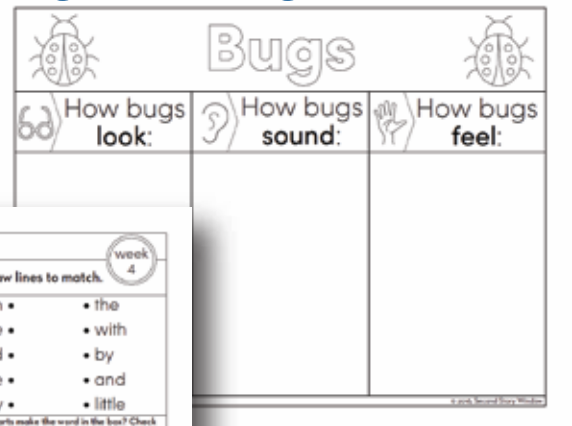
- sort rules & visual sort instructions

POETRY

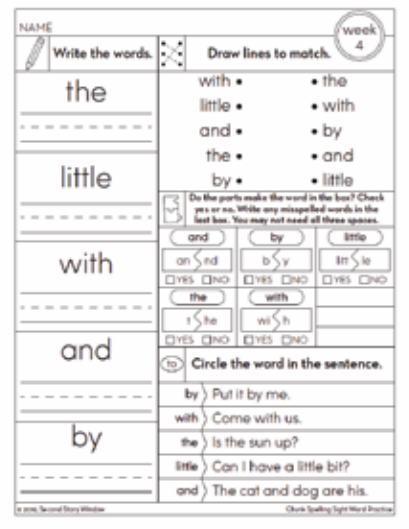
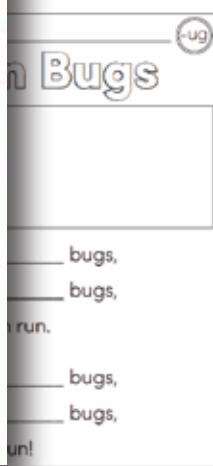
weekly word family poems

Original weekly poem for teaching fluency, poetry, sight words, and words in context.

135+
pages
& growing!



The little
bug's room
is warm



- weekly plan
- color + b&w
- visualizing
- interactive writing
- pocket chart strips

- sight word practice
- poetry notebook option

PHONICS

weekly lesson plans

WORDplay

PHONICS & CHUNK SPELLING LESSONS

Week 4 · Day 1

Spelling

Create class spelling list

MATERIALS

- chart paper
- markers
- onset deck
- Prepare chart: If you can spell bug and play you can spell.
- OR prepare pocket chart, onset deck, chunk cards

Before the Lesson

Write the title and 1 or 2 dividing category lines.

- Distribute onset cards to students. Red: single consonants. Blue: blends/digraphs. Green: 3-letter blends.
- Write chunk on the board or put it in pocket chart.
- Ask students to look at their onset cards and raise their hand if they can make a word.
- Student brings their onset to the board and places it next to the chunk.
- If the onset makes a word, add it to the chart.

sample chart & words

If you can spell bug and play you can spell:

bug	drug	optional:
dug	chug	buggy
hug	plug	hugging
jug	slug	juggle
lug	smug	luggage
mug	snug	ladybug
pug	thug	nugget

Week 4 · Day 2

Lesson

Writing All the Sounds You Hear

continued

Understanding

Ask students to write a title and a 1st verse.

Chunk Cheer Cards that show up, eg. **up**. Ask students' ideas. They may notice they all start with a vowel, etc. Writing the sounds doesn't get lost in the rest of each chunk, then say the whole word, eg. **up**, etc. Ask from the back of the card. Ask words.

First sentence says, "The little word that would make this sentence..."

Optional: I have some sentences. The first sentence says, "The little word that would make this sentence..."

Optional: I have some sentences. The first sentence says, "The little word that would make this sentence..."

Week 4 · Day 3

Lesson

I Spy—Hearing Sounds

continued

Understanding

Ask students to write a title and a 1st verse.

Chunk Cheer Cards that show up, eg. **up**. Ask students' ideas. They may notice they all start with a vowel, etc. Writing the sounds doesn't get lost in the rest of each chunk, then say the whole word, eg. **up**, etc. Ask from the back of the card. Ask words.

First sentence says, "The little word that would make this sentence..."

Optional: I have some sentences. The first sentence says, "The little word that would make this sentence..."

Optional: I have some sentences. The first sentence says, "The little word that would make this sentence..."

Comprehensive weekly lesson plans

80+
pages
& growing!

Game

Bugs in the Sun

MATERIALS

- game boards
- picture cards
- visual instructions
- poems
- graphical
- insects

SPELLING ACTIONS

Walk two fingers of one hand slowly up the opposite arm like a crawling bug.

Before the lesson, decide how students will play in class. Prepare the necessary materials.

- Explain how to play the game. You may wish to...
- Walk through each step on the visual game instructions.
- Play the game whole group OR partner students then play. If students haven't worked in groups problems like, how to choose who goes first, how students finish one round, they can mix the cards.
- Once every group has finished playing at least a games and gather as a group.
- Ask **What did your group do to work together a** and address any issues that arose.
- Write up where everyone can see it. **We've been the -ug chunk. What if you saw this chunk with a word would that make?** Repeat with other -ug in

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Day 4 · contin

Poetry

Day 4: Read to connect to

Before and During Reading

As a class, fluently choral read the poem. For fun, you may want to use a **sleepy voice** while reading. Review how to Breathe. You may want to discuss how to be a good listener. Let them work.

After Reading (optional)

Display the graphic organizer. Have students give suggestions using descriptive words about bugs. You may want on their own graphic organizers or have students write and write.

Fill out the interactive poem as a class or distribute individual. Put finished poems in a class book, individual student's folders, or post for display.

Sorting

Student Sorts

Small Group

Optional: Begin working with small groups on Lesson 3 to have glued their sorts into their notebooks prior to this lesson.

Individual Sorts

Explain how students are to sort their words today. If on Lesson 3, they will need to Sort/Circle/Stick before meeting for this lesson.

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Wrap-Up

Finish, Assess, and Review

MATERIALS

- spelling test papers (optional)
- poems for performance (optional)

• Optional: give a spelling test on this week's words. If you included big words on your spelling chart, don't include them in the test. Focus, instead, on the short words or words with a beginning blend or digraph. All students can be tested on these words. Another option is to give individual tests based on students' personal spelling lists.

Poetry

Day 5: Read to advance fluency (optional)

- Complete activities from earlier in the week that you haven't had time to finish.
- Let students revisit and practice old poems (whole class, small groups, or buddies).
- Plan and prepare a performance of this week's or past week's poems.

REMEMBER: The focus is not on memorizing the poem. Reading fluency increases only if students are **READING**. If they've memorized the poem, they're no longer reading.

Sorting

Lesson 3 (optional)

Small Group

Optional: Work with small groups on Lesson 3 for the week. **Notes:** students need to have glued their sorts into their notebooks prior to this lesson.

Individual Sorts

Explain how students are to sort their words today. If you're working with groups on Lesson 3, they will need to Sort/Circle/Stick before meeting for this lesson.

This early in the year, you may want to model first with a teacher sort (it's okay if it's not the same sort students are doing). Then have all the students sort at the same time so you can monitor their work. Address any misconceptions now so they don't become habits.

© 2016 Second Story Window page 9 1st Grade Word Play Week 4

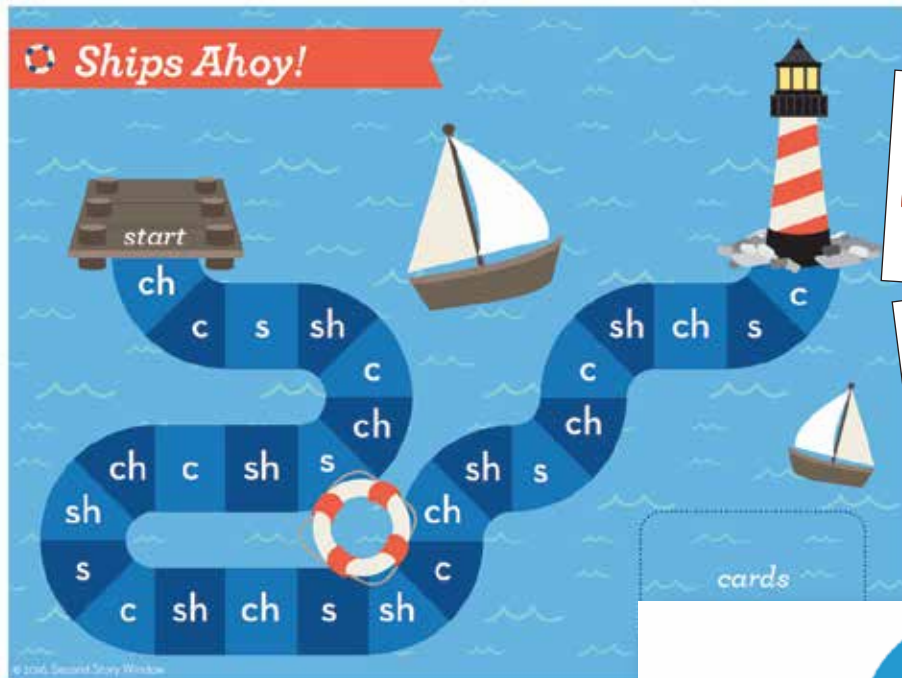
- chunk spelling lessons
- low-prep phonics lessons

- “chunk cheer” routine for building decoding skills

- word family poetry lessons
- tips, ideas, & organization

WEEKLY GAMES

phonics practice made fun!



- custom game design each week

- optional pattern to print on reverse of game cards

- visual instructions for students

- teacher directions for prep & play



color +
b&w

TEACHER GUIDE

comprehensive how-to

WORDplay FIRST GRADE WORD STUDY CURRICULUM Teacher's Guide

40+
pages

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WORDplay Sight & Phonics Curriculum Teacher Guide

Why Sorting is Important

Why powerful way for students to study words. We designed our simple and manageable way to differentiate word study for five chosen 5 sorting topics that correlate (as often as possible) to use for chunk spelling. You will group your students into 5 levels those sorts progress in difficulty in an orderly way for each level.

A Weekly Plan

For a group for one week:

- Lesson 1 to introduce sorts (30 minutes)
- on their own (5 minutes)
- on their own (5 minutes), (optional) mini lesson (10 minutes)
- on their own (5 minutes)
- 5 give (5 minutes), (optional) mini lesson (30 minutes), (5 minutes)

PREPARATION FOR THE WEEK

- Gather your onset deck, chunk deck.
- Make your spelling chart or get your own.
- If you're planning to use spelling homework, students to write their words.

MAKING WORDS Generate the List

- Distribute onset cards to the students. Red cards are single consonant onsets. Blue cards are blends or digraphs. Green are 3 letter blends/digraphs. You may wish to distribute the cards strategically to your students.
- Write the chunk on the board or place card in pocket chart.
- Ask students to look at their cards and raise their hand if they think they can make a word with their card.
- Students bring their card to the board/pocket chart and set it next to the chunk. If they made a real word, add it to the appropriate column on the chart.
- Continue adding words until all possible words are made.
- You may need to address some misconceptions (like hat) or misspellings (soak can't go with -oke).
- Optional: If you think your class is ready for a challenge, ask them to think of "big words" that contain the chunk. If any are generated, add those to the appropriate column on the chart. Each week's lesson will contain some big word suggestions if you want to teach a few and add them to your chart.
- When possible we have included photos for less common words you might encounter. So if a student generates the word year, showing that picture to your class would probably be enough to help teach (or refresh their memories about) what that word means.



sample chart

If you can spell cat and that you can spell:

at	brat
bat	chat
cat	flat
hat	scat
mat	slat
pat	spot
rat	that
sat	

CHUNKS Building automaticity



Students recognize many words automatically. If we don't recognize a word, one of the first ways we figure it out is to break it into chunks we know. For example, 'hip' might mean breaking a word down to each letter, but it is much more useful to break it into chunks like 'h' and 'ip'.

Each week, we have a quick routine to practice these frequently occurring word chunks with our students. When a reader comes across a word he or she doesn't know, one of the first things to look for is the chunk. By calling these phonograms out loud, we help them to see what it is they're supposed to be looking for!

Each class will have 3 new chunks to work with. We've provided these as chunk cards to print them on cardstock, but it isn't necessary. Keep in mind that the cards are for the first week of school, but the chunk cards are for the first week of school. Cut apart each strip, but DON'T cut down each strip in the middle and secure with glue or double stick tape. Viscal cards are used.

Each card shows the chunk. On the back there is a list of words that can be made with the chunk. The cards are for the first week of school.

Each week of school, your students will work with these chunk cards three times a week. The chunk cards are for the first week of school.

Each week, you'll introduce any new cards for the week. You do this by putting the cards on the board and asking students what they notice about the cards. Notice much—and it may be the same three ideas each week—but this is important. You're getting students to really focus on and think about words that are reading and writing words with these groups of letters every day.

dig. Because dig has only a single sort of the chunk. Be careful not to cover up the sort of one letter. Say, "Use what you know about dig to make a word." Then put your hand down. Students are responsible to supply the missing letter(s).

Next to dig to show that you've used that chunk, you can ask them to spell words with dig. For a digraph, cross your two fingers. For a digraph, cross your two fingers. For a digraph, cross your two fingers.

Sort & Practice

Whole class lessons require minimal prep or most lessons.

Includes blackline and color versions, instructions for students. The week's word sort. This is good review for your students. For your lower students, this is a responsible to teach them, even if they are not.

Helping students master concepts. You may find it's important that games not be used in guided play. The reason is, if you are what the rules are, they aren't. They are playing games in the first place!

Better if you can project it somehow—using class versus teacher. Later, make materials.

Set the games around the room. Have one game after week. Monitor the groups about misconceptions. Pull the same

	DESCRIPTION
Sort	The class works to generate a list of the week's spelling words. Optional homework assigned.
Sort	The class reads and discusses the week's word family poem.
Sort	The teacher introduces the week's sort to each small group. Students cut and store their word sorts.
	DESCRIPTION
Sort	A quick lesson on a grade level concept.
Sort	The class reads the poems and focuses on phonics and sight words. Optional sight word practice page.
Sort	Optional: begin meeting with groups for sort Lesson 2.
	DESCRIPTION
Sort	A quick lesson on a grade level concept.
Sort	The class reads the poem.
Sort	Optional: meet with groups for sort Lesson 2.
	DESCRIPTION
Sort	Student's play the week's game.
Sort	Optional: interactive poetry writing activity.
Sort	Optional: begin meeting with groups for sort Lesson 3.
	DESCRIPTION
Sort	Student's play the week's game.
Sort	Optional: meet with groups for sort Lesson 3.

• detailed explanations and visual aids

• suggestions for use, tips & tricks

• connection to research and best practice