

WORD *play*

DIFFERENTIATED WORD STUDY CURRICULUM

SECOND 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



ab

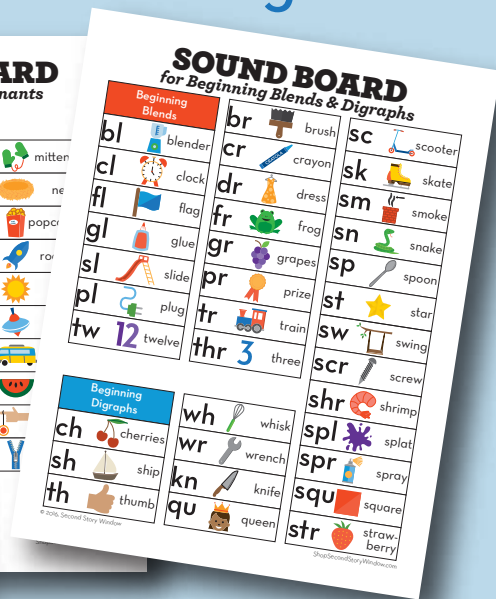
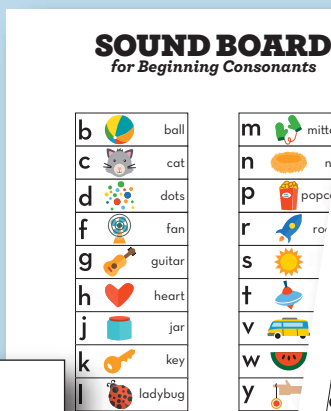


photo helps for
vocabulary building

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

b	ug	s	lug
d	ug	p	lug
h	ug	ch	ug
j	ug	sm	ug
m	ug	sn	ug
r	ug	sh	ug
t	ug		

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!

-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

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- 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 _____

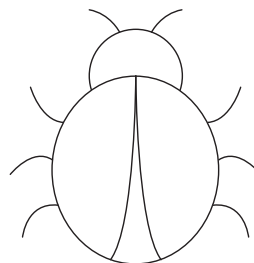
10 _____

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 _____
Date _____

Benchmark Spelling Assessment

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

LEVEL 1B:
chop shed drum thin step glad

LEVEL 1C:
trunk cloth quick small spring fresh

TOTALS:

Date	Level	ASSESSMENT 1	Total words correct	Date	Level	ASSESSMENT 2	Total words correct
		1A 1B 1C				1A 1B 1C	

Benchmark Spelling Assessment FORM A

Grade 1: Teacher Instructions

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.

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. Listen to all the sounds you hear. Do your best. I want to know how well you can do. I will be here to help you. I will write the word two times, use it in a sentence, and then say the word again. Do you have any questions?



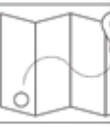
nod	nod	nod	nod	nod	nod	nod	nod	nod	nod
bus	bus	bus	bus	bus	bus	bus	bus	bus	bus
web	web	web	web	web	web	web	web	web	web
log	log	log	log	log	log	log	log	log	log
pal	pal	pal	pal	pal	pal	pal	pal	pal	pal
fix	fix	fix	fix	fix	fix	fix	fix	fix	fix
chop	chop	chop	chop	chop	chop	chop	chop	chop	chop
shed	shed	shed	shed	shed	shed	shed	shed	shed	shed

Benchmark Spelling Assessment (2 versions)

300+ pages







Name _____

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	sun	bug
		
run	cup	top

3 levels of sorting tied to weekly spelling chunk

tap rob cup

bug bun run

WORD SORTING

differentiated word study

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

Lesson Plans

WORD SORTS **1.4B** **LESSON PLAN**

PREPARATION

- Prepare an example sort
- Make copies of student sorts

LESSON ONE Introduction

Optional materials:

- rule poster
- reflection chart
- highlighters for small group

• Display the poster and discuss the rule.

• Discuss how each category relates to rule.

Connect

- Hold up a category card. "Can you find a word that fits this category?"
- "How do you know it fits the pattern?"
- Repeat with remaining category cards.
- Address any sore thumbs.

Sort

- Have students help sort the remaining cards.

Reflect

- Look over completed sort together.
- "What did you notice about how we've sorted the words?"
- Record ideas on a reflection chart.

Practice

- Distribute a sort paper to each student. Discuss each category card and have students color the key spelling pattern on each category card.

UNFAMILIAR: jug, bun

SCORE THUMB: NONE

SORT KEY:

-ug	-ut	-un
t	h	f

jug, bug, mug, cut, nut, bun, run, sun

TWO Practice (optional)

• Show the rule poster and the reflection chart (if used). "What have you found as you worked on your sort?" Discuss the students' insights or problems.

• Try 1 sort as game cards. Deal. It doesn't matter if they have the same number of words.

• Discuss how the words are sorted. Are there any that need to be moved to a different category? If everything is in the right place, the game is over.

• Have students complete their sorts in the small group.

• Have students explain the decisions they're making about their sorts.

• Ask each student to sort before he/she cleans up.

THREE Extend (optional)

• Have students sort/stick/circle and then bring their Word Play cards with them.

• Show category cards. Show students a Bonus Word card. Which category does this word belong in? Why do you think that? Discuss. Repeat.

• Show the rule poster/reflection chart (if used). Share Word Play cards (if done).

• Have students share reflections and write in their notebook.

• Have students number a page.

• Have students write the words out loud for a spelling quick check.

QUICK CHECK:

1. rug
2. jut
3. pun

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

TEACHER SORT SORT 1.4B some vowel and families

-ug	-ut
tug	hut
-un	
fun	
	

mug, jug, sun, plug, pun, gut

hug

- 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.


200+ pages & growing!

-ap

Apple Time

While I was napping,
By the apple tree,
Something hit my lap,
And rapidly woke me.

It was a juicy apple-
Dappled, red, and firm.
Happily, I went to bite...
Until I saw the worm!



-ap

Time





-ap

Apple Time

While I was napping,
By the apple tree,
Something hit my lap,
And rapidly woke me.

Visualize

Circle the words in the picture. Then draw a picture.

How apples look:	How apples taste:	Ways to eat apples:
		

While I was e,
napping, by mething
the apple my lap,

week 4

Write the words.

the _____
little _____
with _____
and _____
by _____

Draw lines to match.

with	• the	• the
little	• with	• with
and	• by	• and
the	• and	• little
by	• little	

Do the parts make the word in the box? Check yes or no. Write any misspelled words in the last box. You may not need all three spaces.

and	by	little
<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
the	with	
<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	
the	with	
<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	


Circle the word in the sentence.

by) Put it by me.
with) Come with us.
the) Is the sun up?
little) Can I have a little bit?
and) The cat and dog are his.

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

Apples

a book by



-ap

Apples

_____ apples,
_____ apples,
_____ apples from the tree.

_____ apples,
_____ apples,
_____ apples for you and me!

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 plug 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.

sample chart & words

If you can spell bug and plug you can spell:

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

Week 4 · Day 2

Lesson

Writing All the Sounds You Hear

continued

standing

students to a title and a picture

A chunky bug

students written on word family poem found or stripe the pocket chart

links in them. Write the sentences on They are going with us to Look

Chunk Cheer Cards that show dig, etc.

Ask students' ideas. They may notice they all start with a vowel, etc. ing the sounds doesn't get lost in the ars of each chunk, then say the whole eep, etc.

all from the back of the card. Ask word

or writes. I have some sentences

The first sentence says, The little word that would make this sentence

of the suggested words. Hungry! there's one problem—I don't know word I know, I'm going to say the

Week 4 · Day 3

Lesson

I Spy—Hearing Sounds

continued

about words:

read the words on the chart. If not, family

Spelling

CHUNK ACTIONS

- Bend arms and move like a robot while you say the chunk three times.

last week's cards. This gives you a

Show 3-5 cards in random order (not a first) and have students cheer the if cards aside so you can choose 3-5 compartments can make this process of the used chunks in the book.

like the game is I Spy except you'll the words. This helps raise awareness with my little eye something in the sound several times or if it's a /ss/, guesses correctly. Give another with /V/.

Choose a new chunk and

Comprehensive weekly lesson plans

Day 3 · contin

Poetry

Day 3: Read to develop fluency

Before Reading

Ask students to listen while you model fluently reading the poem. **Identify where and when the poem is happening?** (The poem probably at bedtime. Anything beyond that is open for discussion.)

During and After Reading

This poem has several lines that don't end in a punctuation mark. I don't stop. Model first word and step. Make sure not to pause at the line break, but end of the next line. As a class, choral read the poem. For breaks, but at the punctuation.

Sorting

Student Sorts

Small Group

Optional: Work with small groups on Lesson 3 for the week. **Note:** 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

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Game

Bugs in the Sun

MATERIALS

- game boards
- picture cards
- visual instructions
- poem
- graphics or insects
- insects

SPELLING ACTIONS

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

- 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 them 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 and games and gather as a group.
- Ask **What did your group do to work together** 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 word would that make?** Repeat with other -ug i

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Day 4 · contin

Poetry

Day 4: Read to connect fluency

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 Bug You may want to discuss how to be a good listener. Use 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/or write.

Fill out the interactive poem as a class or distribute individual. Students fill out their own using information from the poem. 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 you're working with groups 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. **Note:** 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

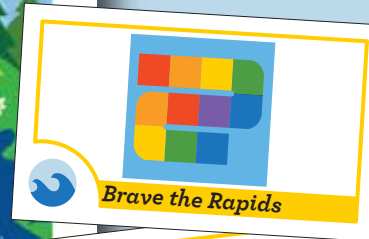
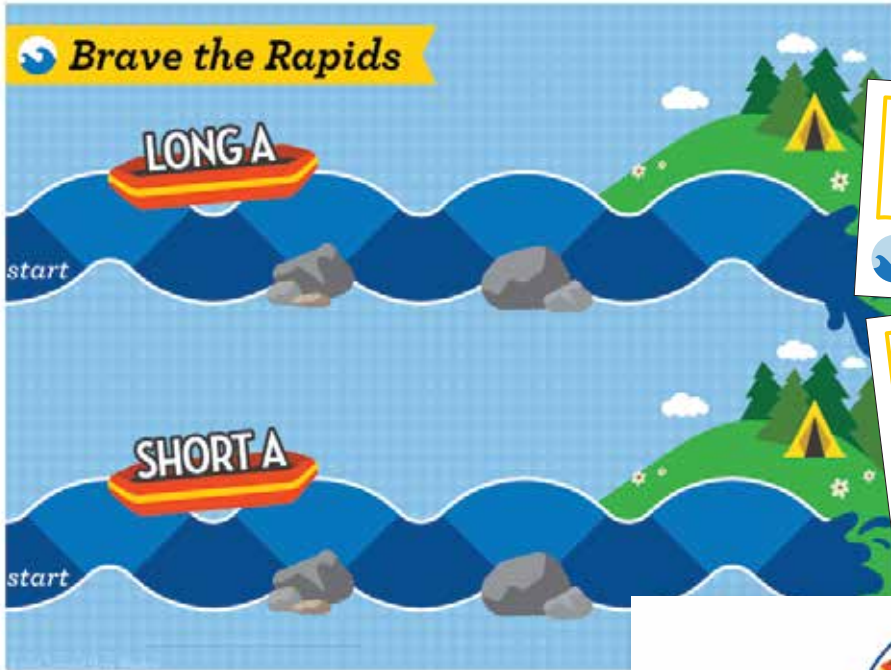
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80+ pages & growing

- 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

— LET'S PLAY —
Brave the Rapids

- 1 Lay out the game board.
- 2 Place the markers on the start spots.
- 3 Place the cards in a pile.
- 4 The first player draws a card.
- 5 Move the marker to the corresponding spot.
- 6 The second player draws a card.
- 7 The first player moves their marker to the next spot.

TEACHER GUIDE
Brave the Rapids

CONCEPT: short & long a (CVCa)	MATERIALS:
TYPE OF GAME: mini path board	1 game board per player
PLAYERS: 2-4 Players	1 set of cards 2 markers per player

Set-Up
Prepare one set of game cards (per group), and one copy of the game board (per student). Copy the patterned page on the back of the game cards before cutting (optional). Each player needs 2 markers.

Gameplay
Object: To be the first to get both their rafts across the rapids

Players shuffle cards and turn them face down in a pile. Players place a marker on each of the start spots on their boards. Player 1 draws a card. He identifies the vowel sound and moves the marker for corresponding raft one spot. If the card has instructions, he follows them. Player 2 continues the same way. Play continues until the first player gets both rafts across the rapids.

Answer Key

short a		long a	
gas	crab	scale	frame
splat	chop	game	shape
can	flag	snake	ape
map	dad	tape	some
van	nap	grape	lane
fan	bag	skate	made
snap	pan	cake	sale

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color +
b&w

TEACHER GUIDE

comprehensive how-to

WORDplay SECOND GRADE WORD STUDY CURRICULUM Teacher's Guide

40+
pages

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WORDplay Spelling & Phonics Curriculum Teacher Guide

Word Play

Word Play is a comprehensive program. Instruction is focused on word patterns, spelling, and phonics skills to their independent reading and writing choice and differentiation to ensure that each child is successful as a reader and writer when they develop words and their meanings and are able to use their skills to accurately produce words. Word Play integrates a comprehensive program to help students become those successful readers and writers.

The Word Play program:

- Introduces students to the Benchmark Spelling Assessment to your students at the beginning of the school year.
- Introduces students to the Benchmark Spelling Assessment to your students at the beginning of the school year.

Why Sorting is Important

Sorting is a powerful way for students to study words. We designed our sorting as a simple and manageable way to differentiate word study for your students. Sorting is a simple and manageable way to differentiate word study for your students. Sorting is a simple and manageable way to differentiate word study for your students.

A Weekly Plan

Word Play is a comprehensive program. Instruction is focused on word patterns, spelling, and phonics skills to their independent reading and writing choice and differentiation to ensure that each child is successful as a reader and writer when they develop words and their meanings and are able to use their skills to accurately produce words. Word Play integrates a comprehensive program to help students become those successful readers and writers.

PREPARATION FOR THE WEEK

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

MAKING WORDS

- 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 let 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 *hab*) 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 *pot*, 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, we might mean breaking a word down to each letter, but it is much more difficult to do that than it is to read it.

Each week, we have a quick routine to practice these frequently occurring word chunks. When a reader comes across a word he or she doesn't know, one of the things to look for is any chunks you know. By calling these phonograms out loud, we help them to be looking for them.

Each class will have 3 new chunks to work with. We've provided these as cards to print them on cardstock, but it isn't necessary. Keep in mind that the more you use them, the more they will stick. Keep in mind that the more you use them, the more they will stick.

Each week of school, your students will work with these chunk cards three times a week. The Chunk Cheer routine and should take less than 5 minutes each week.

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. You're getting students to really focus on and think about word chunks. You're getting students to really focus on and think about word chunks.

dig. Because dig has only a single onset of the chunk. Be careful not to cover up the onset. Say, "Use what you know to figure out the chunk. Then put your hand down. Students volunteer to supply the missing letter(s)."

Next to dig to show that you've used that onset, you can ask them to spell words with dig. For a digraph, cross your two fingers. Two letters, but they make only one sound.

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. You're getting students to really focus on and think about word chunks.

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	DESCRIPTION
Lesson 1	The class works to generate a list of the week's spelling words. Optional homework assigned.
Lesson 2	The class reads and discusses the week's word family poem.
Lesson 3	The teacher introduces the week's sort to each small group. Students cut and store their word sorts.
Lesson 4	A quick lesson on a grade level concept.
Lesson 5	The class reads the poems and focuses on phonics and sight words. Optional sight word practice page.
Lesson 6	Optional: begin meeting with groups for sort Lesson 2.
Lesson 7	A quick lesson on a grade level concept.
Lesson 8	The class reads the poem.
Lesson 9	Optional: meet with groups for sort Lesson 2.
Lesson 10	DESCRIPTION
Lesson 11	Student's play the week's game.
Lesson 12	Optional: interactive poetry writing activity.
Lesson 13	Optional: begin meeting with groups for sort Lesson 3.
Lesson 14	DESCRIPTION
Lesson 15	Optional: give a spelling test.
Lesson 16	Optional: meet with groups for sort Lesson 3.



• detailed explanations and visual aids

• suggestions for use, tips & tricks

• connection to research and best practice

WORD *play*


1 FREE WEEK

short a CVC	long a CVCe
cap	cape
	
what	make
page	fast
glad	snap
same	grass
sack	gate
flat	hand

Apple Time

While I was napping,
By the apple tree,
Something hit my lap,
And rapidly woke me.

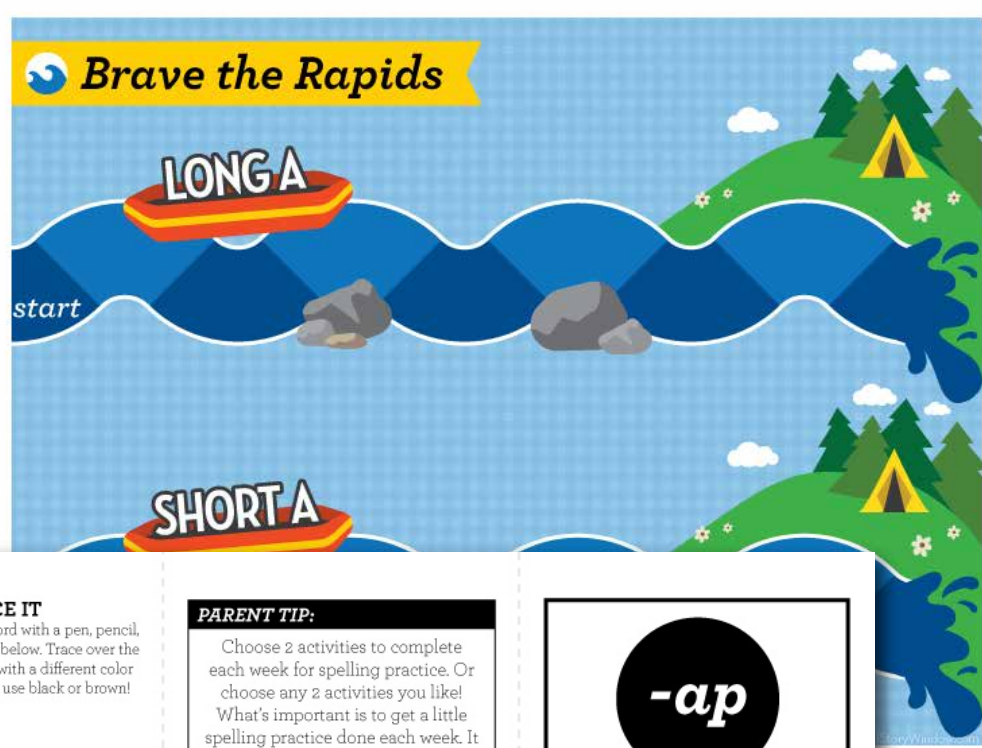
It was a juicy apple-
Dappled, red, and firm.
Happily, I went to bite...
Until I saw the worm!



Brave the Rapids

LONG A

SHORT A



TRACE IT
Trace each spelling word with a pen, pencil, or marker in the space below. Trace over the word at least 3 times with a different color. Tip: don't use black or brown!

PARENT TIP:

Choose 2 activities to complete each week for spelling practice. Or choose any 2 activities you like! What's important is to get a little spelling practice done each week. It doesn't matter how you do it!

MILITARY SPELLING

Spell your words out loud while you do jumping jacks. As you clap, say a letter.

Color if you did this activity. ☆

GO FISH!

Use a set of Go Fish! cards with your spelling words. Play with someone in your family.

Color if you did this activity. ☆

CHOOSE YOUR OWN

Choose a spelling practice activity (or two) that you like. Record the activity below!

-ap

CHUNK SPELLING
homework

menu

Name _____

choose any two 2.2

1st & 2nd grade

50+ pages for each grade

CLICK HERE

to sign up & get it NOW!