

Guided Reading ~ Word Study Procedures

Picture Sorts

Level A	Initial Consonants	<ul style="list-style-type: none"> Select 2 letter sounds and write those letters on a whiteboard Distribute 3-4 pictures that have those initial letters to each student Each student: say the picture, say the 1st sound, name the letter, place it under the correct consonant
Levels B & C	Short Medial Vowels	<ul style="list-style-type: none"> Write the 2 short vowel letters that you have chosen on a whiteboard Distribute 3-4 pictures that have those medial vowels to each student Each student: say the picture (<i>hat</i>), break at the onset and punch the medial vowel with the rime /h/-/at/, say the vowel sound /a/, put the picture under the vowel that is written on the whiteboard
Level D	Digraphs	<ul style="list-style-type: none"> Write the digraphs you have chosen on a white board Distribute 3-4 pictures that begin with those digraphs to each student (*Do not use the /wh/ digraph...it just confuses the students.) Each student: say the picture, say the first part of the word (/sh/, /ch/, or /th/), say the letters that make that digraph
Levels E-F-G	Blends	<ul style="list-style-type: none"> Select 2 or 3 blends that begin with the same letter (ex. sl-, st-, and sp-) and write them on a whiteboard Distribute 3-4 pictures to each student that have these blends at the beginning Each student: say the picture (<i>swing</i>), sound the first part (/sw/), say the letters of the blend (s and w), place the picture under the correct blend

Making Words

Level A	Exchange Initial Consonants	<ul style="list-style-type: none"> "Use two letters to make the word <i>at</i>. Say it slowly and check it with your finger." "Add a letter to the beginning to make <i>bat</i>. Check it." Repeat process for all words following
	Exchange Initial & Final Consonants	<ul style="list-style-type: none"> "Take 3 letters to make <i>can</i>. Check it." Say the new word. Have the students say the word slowly so they know which letter they need to change, the first letter or the last letter. "Change a letter to say <i>cat</i>. Check it first. Which letter do you need to change? Take it away and get the letter you need to make <i>cat</i>."
Levels B & C	Exchange Initial, Medial & Final Sounds in CVC Words	<ul style="list-style-type: none"> Same process as exchanging initial and final consonants, except this time they may need to change the medial vowel. You still want them to make the 1st word, check it, say the new word, check with the new word to determine what to change, make it, and then check it.
Level D, E-F-G	Digraphs and Blends	<ul style="list-style-type: none"> Same process as before. This time, instead of moving on to the next word, have the students break the word at the onset and rime. Example: "Make <i>hip</i>. Check it. We're going to add a letter to make it say <i>chip</i>. Check it first. What are we going to add? (They add a c) Ok, now break it (<i>ch- ip</i>). Say the parts /ch/ /ip/. Now make it...<i>chip</i>."

Remember these simple steps for Making Words:

- Check it:** run a finger under the word to see which letter(s) need to be changed
- Make it:** replace the wrong letter with the correct one(s)
- Break it:** separate the letters at the onset and rime
- Say it:** say each part while pointing to it; push the letters together to make the word and say it again

Sound Boxes

Remember these simple steps for Sound Boxes:		
<ol style="list-style-type: none"> 1. Say the word naturally. 2. The students repeat it slowly. Do not do the segmenting for them! 3. Students slide their finger under the boxes as they stretch the word. 4. Students write the word in the sound boxes while they say the sounds. 5. When finished, students need to check the letters by saying the word naturally and running their finger under the boxes. 		
Level D	Digraphs	<ul style="list-style-type: none"> • Digraphs are counted as one sound so the digraph goes in one box. <div>ch i p</div> <div>f i sh</div>
Levels E-F-G	Blends	<ul style="list-style-type: none"> • The two letters in the blend are counted separately and put in different boxes. • Ex.: <i>f-l-a-p, g-r-a-b, s-e-n-t</i>

Analogy Charts

Level H	Silent e	<ul style="list-style-type: none"> • Dictate two known words, one with a short vowel sound and one with a long vowel sound, to be the key words. • The students write the key words at the top of their T-chart. • As you say other words, the students have to decide if it has a short vowel or long vowel sound. Students write the word on the side that it belongs under the key word. • After students write all the words, have them read the words in each column.
Levels I+	Vowel Patterns	<ul style="list-style-type: none"> • Select 2 different vowel patterns that the students need to learn. • Dictate 2 known words with those vowel patterns to use as key words. • The students write the key words at the top of their T-Chart and underline the vowel pattern. • Dictate other words that use the vowel patterns. Students should repeat the word. • Students determine which side the word will go on and write it under the key word. • To increase the challenge, include words with digraphs, blends, and endings to build off of what they have already learned in the past. (e.g. <u>float</u>ed, <u>might</u>y, <u>care</u>ful)
Doubling Consonant (CVC)		<ul style="list-style-type: none"> • Select a known word that has a short vowel sound (CVC). Have students write it as a key word in the top left box. • Add an ending to that word. Explain that to write it, we need to double the consonant. Have the students write it as the other key word on the right side. • Repeat the process for all other words the students will write.

Make a Big Word

Make a Big Word	<ol style="list-style-type: none"> 1. Give the students magnet letters to make a multisyllabic word. 2. Say the word and have the students clap the syllables. 3. The students use the letters to make the words. 4. After they make the word, the students break the word into parts (usually syllables) and say each part. Then they remake the word.
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