

## Instructional Routines for Phonics

These are instructional activities you could use to plan your phonics instruction. These will be used throughout next year in LETRS but you will learn more about them and the why behind them. A committee will start gathering some word lists, chains, and ladders as well as many other materials you may need to carry out these activities and get them to you. Since they require little planning or sending off of materials they should be easy to grab and use. These are mostly not paper/pencil activities and should be used in multi-modal teaching with manipulatives, guided practice, and lots of feedback.

### Early Grades (K-1) and Intervention

**Alphabet Arc-** use for students learning letter names and sequences. Have students use magnetic letters to match to the upper and lower case letters on the arc in order every day. Have them name the letters while pointing backward and forward. Then ask them to find the target letters and ask their position on the arc, beginning, middle, or end. Once they are good at matching all the letters have them use arcs with only partial letters then moving to a blank arc. This should be part of a daily routine in a guided small group.

**Resources:** Alphabet Arc mats will be provided for K-1 teachers in groups of 6. Extras will be available for check-out at each school to be used for intervention.

**Websites:** <https://tinyurl.com/7u9vtfd9>

**Video example:** <https://www.youtube.com/watch?v=NVN1yyOwwA8>

**Trace and Say:** This activity is recommended for high-frequency words. 1) Say the high-frequency word and use it in a few sentences orally. 2) Lead students as they spell the word aloud. 3) Ask students to trace the letters of a written model with two fingers while saying the name of each letter aloud. 4) Instruct students to write the word large in the air, using the whole arm and pointing two fingers; have them close their eyes and form a mental picture of the word. 5) Cover the word and ask students to write it from memory. 6) Have students check their spelling with the model and correct any errors immediately.

**Video example:** <https://sightwords.com/sight-words/lessons/air-writing/>

### Guided Practice Activities for any grade

**Word Chain:** Chaining is a sequence of words that can be built by changing one sound at a time. For example: at → cat → cot → hot → hat → pat → pan → an. Make sure you choose words appropriate to your grade level. Ask questions about which part changed: beginning, middle or end and if the letter was a vowel or consonant.

**Resources:** Each grade level will receive lists of words appropriate to their grade level to choose words for chaining activities. These should be done with magnetic letters, on whiteboards, or with letter tiles.

**Websites:** <https://www.dyslexiclogic.com/blending> OR <https://tinyurl.com/4f5u2yr8>

**Video example:** <https://www.youtube.com/watch?v=qwmG07NXhWk>

**Word Ladder:** This is like a word chain only a little more complex. The students are given a beginning and ending word of the same length and must try to work their way between by changing only 1 letter at a time. For example: turn a CAT into a DOG in 2 steps: Cat-cot-dot-dog.

**Resources:** Each grade level will receive lists of words appropriate to their grade level to choose words for ladder activities. These should be done with magnetic letters, on whiteboards or with letter

tiles. This works well in teams so the kids can talk about the changes to get them where they want to be.

**Websites:** <https://www.keithschwarz.com/interesting/code/word-ladder/WordLadders.html> (This generator lets you put in two words and it creates the ladder so you have an answer key and know it's possible)

**Video example:** simple word ladder [https://www.youtube.com/watch?v=Och\\_Xmpwseg&t=83s](https://www.youtube.com/watch?v=Och_Xmpwseg&t=83s)  
Vowel team word ladder [https://www.youtube.com/watch?v=TwDvZ9n\\_ew](https://www.youtube.com/watch?v=TwDvZ9n_ew)

**Word Sort:** Closed sorts are groups of words with a header provided and children sort the words into the appropriate category by looking at the spelling patterns and thinking about the vowel sounds. Open sorts are more difficult and have only the words, without the headers and students must sort by patterns they see and vowel sounds they hear to determine what the headers would be.

**Resources:** Each grade level will receive lists of words appropriate to their grade level to choose words for sorting activities. These should be done with small slips of paper cut apart. They may be glued to keep a list to practice reading certain patterns. Some teachers have the Words Their Way books. Ask your ELA support staff if they have them.

**Websites:** If you have a membership to Reading A-Z there are printable sorts provided.

<https://www.theliteracybug.com/journal/2018/9/3/word-sorts>

<https://www.readnaturally.com/about-us/blog/a-great-teacher-shares-a-great-free-resource>

**Video example:** <https://www.youtube.com/watch?v=aOi59bWZwvo>

**Making Words:** Students may be given a longer word with a specific chunk or pattern and asked what other words can be made from the letters within that word. Identify chunks and patterns as they come up. These should be made with magnetic letters, whiteboards, or letter tiles. Books on making words are available throughout the district. Ask your ELA support staff for help.

**Video example:** <https://www.youtube.com/watch?v=AikKifUXfMA>

**Word Families:** Students build words with a common word family or chunk. These should be made with magnetic letters, whiteboards, or letter tiles.

**Video example:** <https://www.youtube.com/watch?v=qaSRUZVWRSg>

**Phoneme/Grapheme Mapping:** This is a specific way to use the Elkonin sound boxes. This may be used for spelling words or words with a targeted phonics skill or high-frequency words. Students first tap out the sounds in a word using their fingers. Then they draw or highlight the appropriate number of boxes. They will “map” the word by placing a chip or their finger in each box as they make the sounds. Finally, they “graph” the word by writing in the correct letter to make the sounds. This should be done as a guided lesson either whole or small group as the correct letters need to be mapped. This is not a time for invented spelling. One sound is placed in each box. Some sounds are tricky such as x. This letter makes 2 sounds: /k/ /s/ so it is mapped by placing an x on the line between two boxes. For example: fox-

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\_r-vowels should go together in one box, digraphs in one box, blends in two boxes, qu in two boxes but close together as it makes two sounds /k/ /w/, and silent e is placed in the same box as the last letter but in the corner since it doesn't make a sound.

**Resources:** Pages with boxes appropriate to grade level words will be provided for you to copy. You may use the paper copies to keep and send home or laminate them or place in sleeves to be written on repeatedly.

**Video example:** [https://www.youtube.com/watch?v=5G6KM7kW\\_I](https://www.youtube.com/watch?v=5G6KM7kW_I)

**Heart Words:** When mapping and graphing words with parts that are not spelled as expected, place a heart above that part as it must be known by heart. For example, when writing said a heart would be placed above the ai since it must be known by heart and isn't sounded out.

**Video example:** <https://vimeo.com/320406841>

**Find words in text and highlight:** Use a text with the targeted phonics skill. Have students find words with the target skill and highlight them. Read the words in isolation together then read the passage chorally. The same passage can be used repeatedly throughout the week to practice the target skill in application.

**Resources:** We will attempt to find quality passages that can be used. You may have some short passages in other resources that could be used for this.

**Websites:** <https://tinyurl.com/xzyx85b4>  
[https://www.freereading.net/wiki/Decodable\\_passages.html](https://www.freereading.net/wiki/Decodable_passages.html)

**Read words in isolation and in context:** Place words into a grid and read them together as a class to practice fluency. It is best followed with a passage with the same or similar words.

**Write words in isolation and in context:** Dictate often. Younger students may write dictated letters moving to short words. As they get older they may write words in isolation earlier in the week moving to sentences with a target skill later in the week. Dictation practices should always be either guided to ensure conventional spelling or corrected immediately. Only if you are using the dictation as an assessment should they be turned in without adult correction.

### Older Grades (2-5)

**Find words in books and write on sticky notes to discuss whole class:** Students use their books from their own book bins and find words to be used in class discussion of a target skill.

**Morphology matrix:** For older students learning prefixes, suffixes, and Greek and Latin roots, you may build a matrix. Boxes on the left contain prefixes that students already know the meaning for, the middle contains a base or root word, and the right side boxes contain suffixes for which students know the meaning. Students then work either alone or in teams to create words and write out their meaning.

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**Morphology lists:** Place a variety of headers with prefixes, suffixes, or roots that are known to the students on a board or pocket chart. Students write words they know with those elements and place them under the appropriate heading. Talk about the words and their meanings as they are placed.

**Reading Big Words Strategy:** 1.) Box familiar suffixes 2.) Circle familiar prefixes 3.) Locate and put a line under each vowel grapheme in the word (Do not mark final silent e, vowel teams are one vowel sound, mark with V or C for vowel or consonant) 4.) Use knowledge of syllables to decode the vowel sounds. Scoop a pencil under each syllable, blending the sounds left to right. 5.) Say the whole word and see if it makes sense. Flex the vowel sound and try it different ways if it doesn't sound right. 6.) If necessary, check the context for clarification.

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**Syllabification for Spelling Strategy:** 1.) Say a multisyllabic word to students and have them repeat it. 2.) Instruct students to place a blank syllable chunk for each spoken syllable. 3.) Pronounce each syllable while students write the letters on a syllable chunk. Help students segment the sounds and remember spelling correspondences and patterns, giving clues as necessary. 4.) Have students write the whole word as a unit and read it back. 5.) Have students cover up the word and write it from memory.

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