

Phonics Instructional Routine: Decode and Write Words

Preparation/Materials: Words with two or three phonemes (e.g., sad, me, mat, fat, fit) written on word cards, paper and pencil for each student.

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- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say
- Teacher or student slides finger under the underlined letter or word
- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- Letters and words that are in print are in "quotation marks"
- Sounds are noted using / /

TEACHER EXPLAINS TASK

We are going to read and write words.

TEACHER MODELS TASK

Display the word card for "sad."

Listen and watch.

I will say each sound slowly.

/sss/ /aaa/ /d/

I will blend the sounds.

"sad"

Turn over the word card for "sad."

I will say "sad" slowly and hold up 1 finger for each sound.

/sss/ /aaa/ /d/

Now I will write each letter as I say its sound slowly.

/sss/ /aaa/ /d/ "sad"

I have read and written "sad."

TEACHER & STUDENTS PRACTICE TASK TOGETHER

Display the word card for "sad."

Let's say each sound.

/sss/ /aaa/ /d/

Blend the sounds and read the word.

• **"sad"**

Turn over the word card for "sad."

Say "sad" slowly and hold up 1 finger for each sound.

• */sss/ /aaa/ /d/*

On your paper write each letter as we say its sound slowly.

• */sss/ /aaa/ /d/*

Read the word.

• **"sad"**

Yes. We have read and wrote "sad."

STUDENTS PRACTICE TASK

Students read and write from their paper.

Your turn. Put your finger on the "s":

Say each sound slowly.

/sss/ /aaa/ /d/

Now blend the sounds.

"sad"

Turn your paper over.

Say "sad" slowly and hold up 1 finger for each sound.

/sss/ /aaa/ /d/

Now write each letter as you say its sound slowly.

/sss/ /aaa/ /d/

Read the word.

"sad"

Yes. You read and wrote the word "sad."

EMPOWERING TEACHERS

INDEPENDENT PRACTICE

When students consistently decode and write the word, provide individual turns using other words. Call on students in an unpredictable order, calling more frequently on students who made errors.

SCAFFOLDING SUGGESTION FOR ERRORS

Verify that students are saying the correct sound for each letter and are writing the correct letter for each letter-sound. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, present a word with two phonemes (e.g., at, it he).

Adaptations using this instructional routine:

- Use letter-sound cards as a visual aid to spell and/or transfer the word to paper.
- Use words with four or five phonemes (e.g., brain, street).

For further independent student practice, refer to the FCRR Kindergarten and First Grade Student Center Activities at http://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part4.pdf

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