

# EMPOWERING TEACHERS

## 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](http://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part4.pdf)**

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