

# EMPOWERING TEACHERS

## Fluency Instructional Routine: Read Irregularly Spelled Words

Preparation/Materials: Irregularly Spelled Word Cards, YES/NO cards.

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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 underlined letter(s) or word(s)
- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- Letters and words in print are in “quotation marks”

### TEACHER EXPLAINS TASK

We are going to read irregular words.

### TEACHER MODELS TASK

Place Irregularly Spelled Word Cards in one pile. Display YES/NO cards on the table.

Listen.

I am going to read irregular words. Irregular words have some letters that do not make their usual sounds.

I have a “yes” card and a “no” card. If I read a word accurately, I will put the word on the “yes” pile; if I do not read a word accurately, I will put the word on the “no” pile. Show the placement of the Irregularly Spelled Word Cards to the students by putting each word below the “yes” and “no” cards. Be careful not to cover the “yes” and “no” cards.

Display one word (*their*). “**their**”

I read “**their**” accurately; so I put the word under “yes”.

Display another word (*does*). “**does**”

I read the word “**does**” accurately; so I put the word under “yes”.

Display another word (*mother*). “**mo...motor...mother**”

I did not read “**mother**” accurately the first time I tried; so I put the word under “no”.

Continue reading all words. Misread or segment two to four words and place those words in the “no” pile.

Now I will read and spell the words in the “no” pile.

Read it: “**mother**”

Spell it: **m-o-t-h-e-r**

Read it: “**mother**”

I read “**mother**” accurately; I will place the word under “yes”.

Continue until all the words in the “no” pile are read accurately.

Now, I will shuffle the cards together and reread all the words.

Now, I read all the words accurately.

### TEACHER & STUDENTS PRACTICE TASK TOGETHER

Place the Irregularly Spelled Word Cards in one pile. Display the YES/NO cards on the table.

Let’s read irregular words together. Remember, irregular words have some letters that do not make their usual sounds.

What do we know about some letters in irregular words?

- They do not make their usual sounds.

Yes, some letters in irregular words do not make their usual sounds.

If we read a word accurately, we will put the word on the “yes” pile; if we do not read a word accurately, we will put the word on the “no” pile.

Display word (*mother*).

Let’s read it.

- “**mother**”

I will place “**mother**” under “yes”.

Display word (*does*).

Let’s read it.

- “**does**”

I will place “**does**” under “yes”.

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## TEACHER & STUDENTS PRACTICE TASK TOGETHER (continued)

*Display word (their).*

**Let's read it.**

- “the...they”

**I will place “their” under “no”. We did not read that word accurately.**

*Continue to read all words. Misread or segment two to four words that the students need to practice.*

**Now we will read and spell the words in the “no” pile.**

**This word is “their”.**

**What word?**

- “their”

**Let's spell “their”.**

- t-h-e-i-r

**Let's read it again.**

- “their”

**We read “their” accurately so we can place it in the “yes” pile.**

*Continue until all the words in the “no” pile are read accurately.*

**Now, let's shuffle all the word cards together and reread the words.**

**Now, we read all the words accurately.**

## STUDENTS PRACTICE TASK

*Place the Irregularly Spelled Word Cards in one pile. Display the YES/NO cards on the table.*

**Your turn.**

**You are going to read irregular words that have some letters that do not make their usual sounds.**

**What do we know about some letters in irregular words?**

*They do not make their usual sounds.*

**Remember, everyone must read each word accurately for the word to be placed on the “yes” pile.**

*Display each word card, ask students to read it, and place in appropriate pile.*

**Read it.**

*For any words the students do not read accurately say:*

**I will place “\_\_\_” under “no”. This word was not read accurately the first time you tried.**

**Now, you will read and spell the words in the “no” pile.**

**This word is “does”.**

**What word?**

“does”

**Spell “does”.**

d-o-e-s

**Read it again.**

“does”

**You read “does” accurately so we can place it in the “yes” pile.**

*Continue until all the words in the “no” pile are read accurately.*

**Now, shuffle all the word cards together and reread the words.**

**Now, you read all the words accurately.**

## INDEPENDENT PRACTICE

*Have students practice in pairs using the ten words provided in the routine.*

## SCAFFOLDING SUGGESTION FOR ERRORS

*Verify that students are reading the words accurately. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, reduce the number of words.*

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## **Adaptations using this Instructional Routine:**

- Have student(s) practice the words using the [Second Grade Phonics Instructional Routine: Irregularly Spelled Words](#).
- Refer to the [Second Grade Fluency Instructional Routine: Read Regular Words](#) to include
- both accuracy and rate.

**For further independent practice with a variety of irregular and high frequency words, refer to the following FCRR Second and Third Grade Student Center Activities at**

**[http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Fluency\\_2.pdf](http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Fluency_2.pdf)**

- F.008
- F.009
- F.010

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**from**

**mother**

**their**

**said**

**been**

**does**

**your**

**very**

**both**

**give**

**YES**

**NO**