

# EMPOWERING TEACHERS

## Phonics Instructional Routine: Read and Write Irregularly Spelled Words

Preparation/Materials: Irregularly spelled words (e.g., said, come, does) written on word cards, Fading Letter Cues worksheet, and a pencil for each student.



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



**NOTE:** Some letters in irregular words may follow letter-sound correspondence (e.g., the "s" and "d" in the word said) and therefore may be partially decodable. However, portions of these words do not follow regular spelling patterns and are therefore classified as irregular.

### TEACHER EXPLAINS TASK

We are going to read and write irregularly spelled words.

### TEACHER MODELS TASK

Display the word card "said".

Listen and watch.

Point to the word as you read it aloud.

This is the word "said". "Said" is an irregular word because some of the letters do not make their usual sounds.

We can't sound out the vowels in this word. We need to memorize how it is spelled and read.

Move your finger under each letter as you spell the word. Then read the word.

"s" "a" "i" "d" "said"

Now I will trace and say each letter name on the word card "said".

"s" "a" "i" "d"

Now I will read the word.

"said"

I read and spelled the word "said".

### TEACHER & STUDENTS PRACTICE TASK TOGETHER

Distribute "said" word cards to each student.

Listen and watch.

Point to the word as you read it aloud.

This is the word "said". "Said" is an irregular word because some of the letters do not make their usual sounds.

We can't sound out the vowels in this word. We need to memorize how it is spelled and read.

Let's read the word "said".

- "said"

Let's spell and read the word.

- "s" "a" "i" "d" "said"

Now, let's trace and say each letter on the word card.

- "s" "a" "i" "d"

Now, let's read the word again.

- "said"

Distribute Fading Letter Cues worksheet and a pencil to each student and teacher.

Let's see if we can remember the letters in the word, "said".

Let's read the word on the first line.

- "said"

Look at the second line. Let's write the missing letter in "said".                    a

Let's spell and read the word.

- "s" "a" "i" "d" "said"

Look at the third line. Let's write the missing letters in "said".                    ai

Let's spell and read the word.

- "s" "a" "i" "d" "said"

Look at the fourth line. Let's write the missing letters in "said".                    aid

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## TEACHER & STUDENTS PRACTICE TASK TOGETHER (continued)

Let's spell and read the word.

- “s” “a” “i” “d” “said”

Look at the fifth line. Let's write the missing letters in “said”. said

Let's spell and read the word.

- “s” “a” “i” “d” “said”

Look at the last solid line. Let's write “said”. said

Let's spell and read the word.

- “s” “a” “i” “d” “said”

Yes. We read and spelled the word “said”.

## STUDENTS PRACTICE TASK

Listen and watch.

*Point to the word as you read it aloud.*

This is the word “said”. “Said” is an irregular word. You can't sound out the vowels in this word. You need to memorize how it is spelled and read.

Your turn.

Read the word.

“said”

Spell and read the word.

“s” “a” “i” “d” “said”

Now, trace and say each letter on the word card.

“s” “a” “i” “d”

Now, read the word again.

“said”

*Distribute Fading Letter Cues worksheet and a pencil to each student.*

Read the word on the first line

said

Look at the second line. Write the missing letter in “said”. a

Spell and read the word.

“s” “a” “i” “d” “said”

Look at the third line. Write the missing letters in “said”. ai

Spell and read the word.

“s” “a” “i” “d” “said”

Look at the fourth line. Write the missing letters in “said”. aid

Spell and read the word.

“s” “a” “i” “d” “said”

Look at the fifth line. Write the missing letters in “said”. said

Spell and read the word.

“s” “a” “i” “d” “said”

Look at the last solid line. Write “said”. said

Spell and read the word.

“s” “a” “i” “d” “said”

Yes, you read and wrote the word “said”.

*Repeat entire instructional routine with additional irregularly spelled words (e.g., come, does).*

## INDEPENDENT PRACTICE

*When students consistently read 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 pronunciation of the word and are writing the correct letters. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity.*

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## **Adaptations using this instructional routine:**

- Decode the known letter-sounds (s, d) before spelling the words.
- Use other irregularly spelled words (e.g., friend, could, they, again).

**For further independent student practice, refer to the following FCRR Second and Third Grade Student Center Activities at [http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Phonics\\_2.pdf](http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Phonics_2.pdf)**

- P.009
- P.010
- P.011

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**said**

**come**

**does**

**friend**

**could**

**again**

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|                                                                                            |                                                                                            |                                                                                            |                                                                                            |
|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Name _____<br>1. said<br>2. s _ id<br>3. s _ _ d<br>4. S _ _ _<br>5. _ _ _ _<br>6. _ _ _ _ | Name _____<br>1. said<br>2. s _ id<br>3. s _ _ d<br>4. S _ _ _<br>5. _ _ _ _<br>6. _ _ _ _ | Name _____<br>1. said<br>2. s _ id<br>3. s _ _ d<br>4. S _ _ _<br>5. _ _ _ _<br>6. _ _ _ _ | Name _____<br>1. said<br>2. s _ id<br>3. s _ _ d<br>4. S _ _ _<br>5. _ _ _ _<br>6. _ _ _ _ |
|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|