

EMPOWERING TEACHERS

Phonics Instructional Routine: Writing Simple Words

Preparation/Materials: Whiteboard or chart paper, paper and pencil for each student, simple words made up of previously learned letter-sounds



- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say
- Sounds are noted using / /

- **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”

TEACHER EXPLAINS TASK

We are going to say and write words.

TEACHER MODELS TASK

Listen and watch.

I will say and write the word “mat”:

I will hold up one finger for each sound in “mat”:

/mmm/ /aaa/ /t/

The first sound is */mmm/*. The second sound is */aaa/*. The third sound is */t/*.

I’m going to write “mat” as I say each sound.

Write each letter as you say its sound.

/m/ /a/ /t/ “mat”

TEACHER & STUDENTS PRACTICE TASK TOGETHER

Let’s do this together.

Say the word “mat”:

- “mat”

Hold up one finger for each sound in “mat”:

- */mmm/ /aaa/ /t/*

What is the first sound?

- */mmm/*

What is the second sound?

- */aaa/*

What is the third sound?

- */t/*

Now write “mat” as we say each sound.

- */m/ /a/ /t/ “mat”*

Yes, */m/ /a/ /t/* is mat.

STUDENTS PRACTICE TASK

Your turn.

Say the word “mat.”

“mat”

Hold up one finger for each sound in “mat”:

/mmm/ /aaa/ /t/

What is the first sound?

/mmm/

What is the second sound?

/aaa/

What is the third sound?

/t/

Now write “mat” as we say each sound.

/m/ /a/ /t/ “mat”

Yes, */m/ /a/ /t/* is “mat.”

INDEPENDENT PRACTICE

When students consistently write words with known letter sounds, provide individual turns using other words. Call on students in an unpredictable order, calling more frequently on students who made errors.

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SCAFFOLDING SUGGESTION FOR ERRORS

Verify that students are saying and writing the correct sounds and letters in the word “mat.” If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, present a word with two sounds.

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_Part7.pdf

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