**WTW Extensions and Follow-Up Routines**

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| Repeated Sorts | Have students sort: individually after group lesson, once the next day, with a partner the following day and at home each night. Goal: 6-8 times during the week (p. 64). |
| Buddy Sorts | Students sort together, read the words/name the pictures in each column to check the sort, talk about the generalization/pattern covered by the sort. Sorting can take place: in tandem, side by side with two sets of words, or alternating turns, with one set of words. (Blind sorts and blinding writing sorts work well with buddy sorts, p. 64.) |
| Blind Sorts | Teacher shows students the headers for the categories. Teacher (or partner) shuffles word cards and reads the word aloud without showing it. Students must point or name correct category. The response is checked and corrected immediately when printed word is revealed and put in place. \*\*Make sure to model this sort first. |
| Writing Sorts | Write (or have students write) keywords or headers to label each category. Then, using word cards from the sort they are working on, have them a) sort the cards and then write them in the correct categories, or b) turn each card over and write each word in the correct category (p. 65). |
| Blind Writing Sorts | Students need to write down words they HEAR in the correct category/under the correct header. You can use an overhead projector, say the word, have students write down the word, and then write down the correct word on the overhead (or white board) so students can correct their own work. Students can do this sort with a buddy (p. 65) |
| Word Hunts | Students hunt through their reading or writing for words that have the sounds, patterns, or meanings they are studying.  ***Teacher model:*** Write portion of text on chart paper. Working line by line, teacher demonstrates how to locate words that fit the categories under study and HOW to record those words into categories. After teacher demonstration, students look for other words in a familiar text that contains words from the same categories that were in the teacher model.  ***Conducting Word Hunts:*** Word hunts can be conducted in small groups, with partners or individually. Students skim and scan pages of familiar books for words that match the keys words according to the feature under study. For emergent readers, phonics readers are an excellent resource (e.g. *Ready Readers* and phonic readers by Creative Teaching Materials, pp. 66-67) |
| Brainstorming | A word hunt through one’s memory. 1) After a sort, ask students to provide additional examples, 2) Before a sort, a teacher may ask students for words that have particular sounds, patterns, or roots and write them on the board. Then teacher can ask students categorize the words. These words could also be transferred to word study sheets for weekly word sorting routines (p. 67). |
| Speed Sorts | Can be done as whole class activity. Students set up headers and shuffle the rest of the word cards. When teachers says, “go,” everyone begins to sort. When students finish, they record their times. Speed sorts can be repeated each day so students can attempt to beat their own times. (Seconds should be added for incorrectly placed words.) Students can work in pairs to time each other using a stopwatch and chart their progress over time (p. 67) |
| Draw & Label | Provide paper that has been divided into columns by a key letter. Each column is divided into boxes so students can see where to draw, how many to draw, and how big they can draw. Students brainstorm other words that start with the same sound, illustrate the word in the box under the appropriate key letter/picture and then label the picture with their best writing (p. 68). |
| Cut & Paste | Cut and paste is like word hunting using pictures instead of written words. Students hunt through old catalogs and magazines for pictures beginning with a certain sound and then cut out the pictures to paste them in the appropriate column. They then label the pictures. Pictures that have been used for sorting can also be pasted on a sheet of a paper and labeled (p. 68). |

Extension Activities Emergent Stage

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| Cut-Up Sentences | This activity includes active learning about words as part of a sentence. Teachers prepare a sheet of simple sentences printed out with a large-size font. Students cut apart the words from a sentence, and then move the individual word cards around, manipulating the words to re-create the sentence in proper order. This helps encourage students to recognize that each word is a separate entity, has meaning, and is separated by a space within each sentence. Rebuild sentence or entire/part of text (p. 145). *By first grade with students in letter-name alphabetic or beyond, you can have students a) write the sentences down after they have arranged the sentence b) give them several sentences that create a paragraph and have them write the sentences down after they have put words in correct order and for within word spellers, you can have them write their own sentences (using words from the sort), cut them up, and sway their sentences with someone else to order correctly and write down*. (Not found in book, recommendation from Nathalie) |
| Be the Sentence | Physical involvement and hands-on activities are great for increasing learning in young children. One activity to support concept of word learning is to have each student physically represent a word in a sentence that the teacher creates. Create single-page size cards for each student, with one word on each card (for example "We" "went" "to" "the" "store"). Students work together to arrange themselves into the proper order to form a sentence (pp. 145-46), |
| Stand Up and Be Counted | Post around the room songs, chants, poems, nursery rhymes that children have learned and use them for oral concept of word activities that integrate phonological awareness with concept of words in print.  *Procedures:*  1. Sitting in circle, recall a poem, etc and recite it. Point out the written words on chart.  2.Go around the circle, having students stand up for each word in the rhyme. Each student is assigned a different word.  3. After everyone is finished standing up for each word, have everyone sit down and say, “I think we made some mistakes. Did anyone notice?” Some students will notice. Ask them to explain. (If no mistakes, review important words and/or words with more than one syllable.)  4. Say, “yes, two people stood up for the word “over” but over is one word. It has two syllables, but I means one thing—over (gesture with your hands). Let’s clap the word over. See? Over has two claps, but it’s only one word. Go to the chart or wall and point out the word over.  5. Repeat the exercise (p. 146). |

The links below come from a site that was recommended in the book*, WTW*. The site mostly has resources for nursery school aged kids and kindergarteners. I have included links from this site’s phonics and reading activities for their most advanced levels of kids (kinders).

<http://www.getreadytoread.org/images/content/downloads/skill-building-activities/Eng121INDIVIDUAL_RR_ALL.pdf> (working with kids individually)

<http://www.getreadytoread.org/images/content/downloads/skill-building-activities/EngGROUP_RR_ALL.pdf> (working with kids in groups)