

Transcription of the video: *Working with Words*

[SLIDE – WORKING WITH WORDS]

[Image of a three-circle sequential arrow process with How it works? in the top circle, Why Working with Words? in the middle circle, and Considerations in the bottom circle. Text on slide: Teacher provides direct, systematic instruction in language and literacy. Individualized programming focusses on phonological awareness, phonics, and word analysis. Activities vary; programming offers differentiated process, product, and content.]

[**Terri Anne Jackson**]: The first thing I'd like to talk about is Working with Words. During Working with Words, the teacher provides direct and systematic instruction in language and literacy. Individualized programming focus on phonological awareness, phonics, word analysis, and activities vary. The programming is differentiated based on the process, product and content for each student. So each student has an individualized Working with Words program.

[SLIDE – WORKING WITH WORDS]

[Image of student selecting word from word wall.]

[**Terri Anne Jackson**]: The goal of Working with Words is to ensure that all students read, spell and use high-frequency words correctly, and that they learn the patterns necessary for decoding, spelling and word-solving strategies. It may include phonemic awareness, letter-sound relationships, vocabulary, semantics, syntax, pragmatics, metacognition, comprehension strategies, experimenting with word and spelling patterns, memorizing high-frequency words, generalizing spelling patterns, adding to knowledge of words, understanding concepts of prints. Examples of things that I sometimes use in word study are things like word sorts, adding words to the word collection, adding words to their word study notebooks, practicing basic words that are often misspelled, open word sorts where the students would create criteria, closed word sorts where I've created a criteria, and opportunities to scaffold the learning that we've done in Read Aloud in Shared Reading and Guided Reading across contexts. During Working with Words, we want students to systematically learn sounds and relationships, and they're applied as we scaffold them from reading isolation, so during Working with Words to reading independently.



[SLIDE – WORKING WITH WORDS: WHY?]

[Text on slide: • Allows students to engage with literacy in “parts” (i.e. word families, patterns) • Allows for individualization of programming • Allows for the direct instruction of specific skills (i.e. word patterns, spelling rules, sight words) • Allows for multi-sensory practice (i.e. kinesthetic activities, plastercine)]

[Terri Anne Jackson]: So why do we use Working with Words? It allows students to engage with literacy in parts. So for a lot of students, learning things in pieces is much more easy than learning things in a whole. It also allows for individualization of programming, it allows for direct instruction of specific skills like word patterns and spelling rules, and also allows for multi-sensory practice, so we can encourage and incorporate kinaesthetic activities into the reading process.

[SLIDE – WORKING WITH WORDS: CONSIDERATIONS FOR STUDENTS WITH LDs]

[Text on slide: • Consider using a variety of materials (i.e. manipulatives, technology tools) • Ensure tasks are effectively chunked (i.e. consider a structured program, make sure rules and expectations are clear) • Consider partner work (mixed-ability groupings) • Ensure work is presented at instructional level and is engaging for student • Test out activities – ensure students with varying levels of language comprehension/fine motor skills can manipulate the activities]

[Terri Anne Jackson]: Some considerations for students with learning disabilities; consider using a variety of materials. I love things like Wikki Stix and Play- Doh to get students up and engaged. Magnetic letters are another popular one. Ensure that tasks are chunked effectively. You may want to almost create a structured program that progresses, and students will find their entry point and you'll move them through it. That will give you an opportunity to make sure that expectations are clear. Consider partner work or mixed ability grouping, but again, this is going to require you to teach collaboration, problem-solving and teamwork skills in advance of being able to do this. Ensure that work is presented at the instructional level, and it's engaging for students. And test out some activities. Ensure students are working at a level that they can both do in terms of language comprehension, and also take a look at their fine motor skills; nothing derails working with the word session, like having your magnetic letters in a Laura Secord tin that no one can get the lid off.

