

Working with Words Menu---PLEASE SAVE THIS MENU in your homework folder!
Your child will be working on different sound/spelling patterns in first grade. S/he might work with the same pattern for several weeks. It takes time to move from using patterns in isolation (during class instruction, homework, etc) to transferring this usage to creative writing and recognizing them in unfamiliar words in reading. Please allow your child to choose from the menu **each night** as s/he works with his or her specific pattern. Multisensory practice is proven to be the most beneficial----the more senses used, the better! Have your child practice 8-10 words with the particular pattern each night.

1. **Salt or sand tray**-----practice writing words that contain your sound pattern in a salt or sand tray. A black styrofoam meat tray is great for this! How this would look-----You would ask your child to make a word. Say the word is 'fin' as your child is working on the short i sound. You would ask your child to make 'fin'. Your child would say each **sound** as s/he traces it in the sand--- "f-i-n". Then have them go back and say each **letter name**.
2. **Use boxes to make your words**-----practice writing words that contain your sound pattern in boxes. One box for each sound! How this would look-----You would ask your child to make a word. Say the word is 'this' as your child is working on digraphs (2 letter combine to make a totally new sound). Your child would draw 3 boxes and write the letters in each box:



3. **LABEL IT!** Ask your child to write a word that contains the sound pattern. Say the word is 'pain' as your child is working on /ai/. Your child would write 'p-a-i-n'. Then s/he will label the consonants and vowels-----red for vowels and blue for consonants.

4. **RHYMING SENTENCES!** Ask your child to write some rhyming sentences using the spelling pattern of focus. Say the focus is words that have quiet e at the end to make the other vowel make its long sound. Your child might write, "My mom needs to **bake** the **cake**." See if your child is up to writing 3-5 sentences, but remember---quality vs. quantity! Make sure s/he uses COPS to check the work---(C--capitals, O--order of words, P--punctuation, S--spelling)

Remember---multisensory, quality thinking!

We will work on spelling features in lots of ways in class-- through our "word building center", guided reading and writing activities with me, journal work, and oral practice. We will have a whole group lesson with other first grade students who are working on the same spelling features most Mondays. Your child may switch classes to work with another first grade teacher on their spelling features. They love this chance to visit another room! Every Friday, we will switch classes again to do a bit of dictation that focuses on words and sentences that include your child's spelling feature. We are working towards automaticity in using a feature, not memorizing a list of words. So, if your child is working on short e and short i, we want to assess if your child is recognizing words and spelling them correctly in a sentence. We will also be stressing your child to "COPS" his/her writing! Remember----

C---Did you use capitals correctly?

O---Reread your sentence. Did you write the words in the correct order? Did you leave any out?

P---Did you use the correct punctuation?

S---Did you check your spelling and do your best?