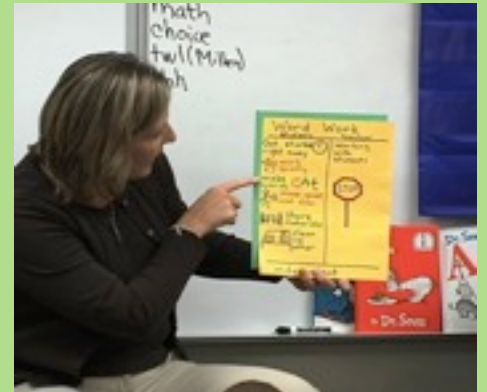




## Workshop Guide

# K-6 Word Work Sampler



## **1. Introduction**

- What questions do you have about word study?
- How does word study go together across grade levels at your school?
- What is going well for you with word study?
- What are the challenges you are having with word study?

## **2. Routines Review (Kindergarten)**

- How do you help students understand their role in word study?
- What do you do so that students understand your role in word study?
- How might a two column chart like the one in the video support your students?
- Are the routines similar across grade levels in your school?

## **3. Writing the Walls (Kindergarten)**

- How do you use whiteboards in word study?
- How does the availability of different tools (white boards, magnetic letters, etc) support students?
- Which tools do your students have access to during word work time?
- Would a routine like this work with your students? Why or why not?
- How does a routine like this work to support word study?

## **4. Conferring with Leonela (Kindergarten)**

- What does Ruth do to support this child's language development?
- What surprised you about the conference?
- How do you think the questions that Ruth posed supported this child?
- How is word work embedded in your conferring around writing?
- The student went directly to the letter chart after trying to determine a sound. Which tools do your students have immediate access to during writing workshop that support word work?

## **5. Conferring with Christian (Kindergarten)**

- How does Andie's initial questions support a student in writing and word work?
- Do you think it is important that young children have their own tools (alphabet chart) to use? What message does this give the students?
- Andie was very patient while Christian was thinking? Christian was then able to move on his own. When do you know when to jump in and when to wait?
- Andie does not correct Christian's errors. Why do you think that is important?
- Andie uses this time to put a box around the "k" when she realizes that Christian knows the sound. Why is it important that she have this conversation with him about this?
- How do you naturally assess word work in the context of writing conferences?

## **6. Guided Writing Group (1st Grade)**

- How do you use small group work to support word work?
- This writing work is very different from writing in the writing workshop? Katie uses both routines for different purposes. How do you decide which students in your class could benefit from a guided writing group?
- How does the guided writing routine support the learning of letter sound relationship AND high frequency words?
- Fix up tape is a tool used to support word work. Have you used this tool? What has you found it to be supportive for students?
- How is Katie able to meet the different word work needs of each student in the group?

## **7. Long E Strategy Group (Grades 1-2)**

- How is a lesson like this different from a traditional lesson where students learn a list of words with long e sound?

- Instead of just listening, the students are actively involved in adding to their own notebooks. Do you think this is important for their learning? Why or why not?
- Do your students keep word study notebooks? How are they used during lessons and small groups?
- This is a lesson that students began before today. Do you carry lessons over from day to day? How does staying with one activity over several days help students at all levels?

## **8. Vocabulary Small Group (Grades 1-2)**

- How does "tuning in" to interesting words support word work?
- How do you help your students pay attention to words in their reading and lives?
- How does this lesson support both word work and reading comprehension?
- How does Gail meet the goals of the group lesson by letting kids work in their own books independently?

## **9. Conferring with Mariah (1st Grade)**

- How does Joan help Mariah notice words in the context of her reading without putting the emphasis on decoding?
- What surprised you about Mariah's conversation about herself as a reader?
- How do you support students in knowing themselves as readers?
- How do you work with students to create appropriate goals?
- How do you use the anchor charts in your room to support individual students?
- How could the charts that Joan shared with Mariah be used across grade level to expand students' vocabulary?

## **10. Language Board (Grades K-2)**

- What are some whole class routines that you use to expand vocabulary?
- How might you think about a routine like this with your class?
- How do you support word work like this on a daily basis?

- When kids are talking about interesting each day, how would that change their attitude about vocabulary?
- How can routines like this replace workbooks?

### **11. Finding Words (3rd Grade)**

- How can students use dictionaries beyond teaching "dictionary skills"?
- How can you model your own interest in words?
- It is clear that Karen has had an ongoing conversation with these students about interesting words. Which informal and ongoing conversations do you have with your students connected to words?
- Karen ends the conversation by asking students to share their own words. How might this help them pay attention to words long after the lesson is over?

### **12. Social Studies Word Hunt (Grades 3-4)**

- How can the original idea of word walls be expanded to meet the needs of your students?
- Is this a routine that you might try? Why or why not?
- How can a routine like this support vocabulary development beyond the school day?
- How can paying attention to a certain word help students understand its meaning better than copying down a ready-made definition?
- How might a routine like this grow over the course of the school year?
- Finding a word in context in a variety of places seems to help students better understand the meaning of the word. What can you do to support many opportunities to find/see specific words in the context of reading and talk?

### **13. Word Choice Lesson (4th Grade)**

- Why is this type of learning about word choice critical to a students' word learning?
- How does a lesson like this work together with lessons that might be focused on spelling?
- How do routines like this support vocabulary learning?

- Can you think of other word specific minilessons that you teach that actually support word learning in the context of writing?
- How/Why is this more powerful than teaching a lesson on synonyms in isolation for the students?
- Helping one student is critical before students work on their own. Why?

#### **14. Word Study Homework (5th Grade)**

- Karen uses "word specific" words when talking to your students. Why is that important?
- Connecting words to other words is key to this lesson. How is this different from learning a list of words with one root?
- How might a lesson like this support students beyond just these few roots?
- How does Karen connect vocabulary and spelling learning in her lesson?
- Lots of the teaching comes from the student responses. Which routines in your word study program allow you to teach from your students' input?
- Karen asks every student why their word works in this lesson. Why is that important to student understanding?
- How do you use authentic homework assignments in your word study program?

#### **15. Word Sort (6th Grade)**

- These students have done word sorts often. Why is it important that students do this of activity over and over?
- How can a word sort like this support learners at different levels?