



TEACHER'S CHECKLIST FOR THE WORKING WITH WORDS BLOCK

In preparing and presenting my lesson in this block, I have...

- _____ 1. Added only words to the Word Wall which are used frequently in reading and writing at this grade, and which should be spelled and used correctly.
- _____ 2. Provided a good written and spoken model of the correct spelling and pronunciation of each of the Word Wall words.
- _____ 3. Found ways (other than the Word Wall) to display words other than high-frequency ones that students will want to use in their writing. I have meaningfully clustered them (colors, numbers, theme charts) for easy access.
- _____ 4. Practiced Word Wall words by chanting and writing. Included *On-the-Back* activities that help students explore words and transfer their learning to other words.
- _____ 5. Planned *Making Words* activities which include small words, bigger words, and a secret word; sorted for patterns; and transferred sorted rhymes and patterns to read and spell a few new words.
- _____ 6. Briskly paced my *Making Words* lesson by not waiting for each child to correctly spell the given word before sending a student to the chart to share the correct spelling with the class. Then, I have encouraged all students to check and spell correctly.
- _____ 7. Planned *Guess the Covered Word* activities using all the onsets and led children to see that guessing a word that just makes sense is not particularly helpful, but guessing a word that makes sense, has all the correct beginning letters, and is about the right length is a very helpful decoding strategy.
- _____ 8. Planned *Rounding Up the Rhymes*, *Using Words You Know*, and *Reading/Writing Rhymes* activities so that students learned a variety of rhyming patterns and used these to read and spell words.
- _____ 9. Made sure that other activities included in the Working with Words Block helped children learn patterns, stressed transfer to reading and spelling new words, and were multilevel.