

Primary Concepts®

Word Wall Work

Joan Westley

all

MASTERING HIGH-FREQUENCY WORDS

after

again

any

are

because

been

come

co

ry

down

difference

eight

every

first

from

give

goes

have

her

here

know

I'm

laugh

light

little

make

many

more

m

w

now

number

off

one

once

only

people

quick

read

right

said

some

the

Design and Production: Hyru Gau

Editor: Nancy Tune

© 2001, 2010 Primary Concepts

P.O. Box 10043

Berkeley, CA 94709

www.primaryconcepts.com

Primary Concepts grants teachers permission to print or photocopy or project the reproducible pages from this book for classroom use.

Permission is limited to the teacher who downloaded the file. One copy may be stored on a hard drive or retrieval system, but no other part of this publication may be reproduced or transmitted in any form or by any means, electronic, mechanical photocopying, recording, or otherwise, without the prior written consent of the publisher

All rights reserved.

ISBN 978-1-60184-198-8

Catalog no. 7030

PUBLISHERS NOTE: The table of contents pages are linked to the lessons. If you click on an entry, you will go to that page in the ebook. You can also use the pages on the left to navigate through the book.

T A B L E O F C O N T E N T S

<u>Teaching Notes</u>	<u>5</u>	<u>white</u>	<u>39</u>	<u>her</u>	<u>69</u>
Word Wall Words		<u>brown</u>	<u>40</u>	<u>them</u>	<u>70</u>
<u>I</u>	<u>11</u>	<u>thank</u>	<u>41</u>	<u>your</u>	<u>71</u>
<u>me, we, be, he, she</u>	<u>12</u>	<u>up, us</u>	<u>42</u>	<u>its</u>	<u>72</u>
<u>see</u>	<u>13</u>	<u>are</u>	<u>43</u>	<u>old, cold, hold</u>	<u>73</u>
<u>it, is, in, if</u>	<u>14</u>	<u>did</u>	<u>44</u>	<u>try, fly</u>	<u>74</u>
<u>a, an</u>	<u>15</u>	<u>not, got, hot</u>	<u>45</u>	<u>find, kind</u>	<u>75</u>
<u>no, go, so</u>	<u>16</u>	<u>let, get</u>	<u>46</u>	<u>best, fast</u>	<u>76</u>
<u>yes</u>	<u>17</u>	<u>run</u>	<u>47</u>	<u>jump, just</u>	<u>77</u>
<u>at, am, as</u>	<u>18</u>	<u>sit</u>	<u>48</u>	<u>going</u>	<u>78</u>
<u>the</u>	<u>19</u>	<u>help</u>	<u>49</u>	<u>wish</u>	<u>79</u>
<u>by, my, why</u>	<u>20</u>	<u>had, has</u>	<u>50</u>	<u>back</u>	<u>80</u>
<u>can, man, ran, than</u>	<u>21</u>	<u>good</u>	<u>51</u>	<u>must, most</u>	<u>81</u>
<u>you</u>	<u>22</u>	<u>this, that</u>	<u>52</u>	<u>pick, quick</u>	<u>82</u>
<u>like</u>	<u>23</u>	<u>here</u>	<u>53</u>	<u>day, may, say, way</u>	<u>83</u>
<u>what</u>	<u>24</u>	<u>when, then</u>	<u>54</u>	<u>called</u>	<u>84</u>
<u>to, do</u>	<u>25</u>	<u>where, there</u>	<u>55</u>	<u>how, now</u>	<u>85</u>
<u>big</u>	<u>26</u>	<u>who</u>	<u>56</u>	<u>were</u>	<u>86</u>
<u>little</u>	<u>27</u>	<u>which</u>	<u>57</u>	<u>went</u>	<u>87</u>
<u>for, from</u>	<u>28</u>	<u>was</u>	<u>58</u>	<u>much, such</u>	<u>88</u>
<u>stop</u>	<u>29</u>	<u>ask, asked</u>	<u>59</u>	<u>make, take</u>	<u>89</u>
<u>and</u>	<u>30</u>	<u>with</u>	<u>60</u>	<u>play</u>	<u>90</u>
<u>but, cut</u>	<u>31</u>	<u>will</u>	<u>61</u>	<u>one</u>	<u>91</u>
<u>of, on, or</u>	<u>32</u>	<u>well, tell</u>	<u>62</u>	<u>two</u>	<u>92</u>
<u>look</u>	<u>33</u>	<u>all, call, fall, small</u>	<u>63</u>	<u>three</u>	<u>93</u>
<u>red</u>	<u>34</u>	<u>said</u>	<u>64</u>	<u>four</u>	<u>94</u>
<u>green</u>	<u>35</u>	<u>have</u>	<u>65</u>	<u>five</u>	<u>95</u>
<u>blue</u>	<u>36</u>	<u>I'm</u>	<u>66</u>	<u>six</u>	<u>96</u>
<u>yellow</u>	<u>37</u>	<u>out, our</u>	<u>67</u>	<u>seven</u>	<u>97</u>
<u>black</u>	<u>38</u>	<u>him, his</u>	<u>68</u>	<u>eight</u>	<u>98</u>

<u>nine</u>	<u>99</u>	<u>they, their</u>	<u>131</u>	<u>because</u>	<u>163</u>
<u>ten</u>	<u>100</u>	<u>found, round, around</u>	<u>132</u>	<u>again</u>	<u>164</u>
<u>zero</u>	<u>101</u>	<u>saw, draw</u>	<u>133</u>	<u>give, gave</u>	<u>165</u>
<u>too</u>	<u>102</u>	<u>soon</u>	<u>134</u>	<u>been</u>	<u>166</u>
<u>time</u>	<u>103</u>	<u>show, grow</u>	<u>135</u>	<u>funny</u>	<u>167</u>
<u>same, came</u>	<u>104</u>	<u>could, would</u>	<u>136</u>	<u>wash</u>	<u>168</u>
<u>more</u>	<u>105</u>	<u>page, place</u>	<u>137</u>	<u>pretty</u>	<u>169</u>
<u>use</u>	<u>106</u>	<u>write</u>	<u>138</u>	<u>carry</u>	<u>170</u>
<u>some, come</u>	<u>107</u>	<u>live</u>	<u>139</u>	<u>even</u>	<u>171</u>
<u>keep, sleep</u>	<u>108</u>	<u>know</u>	<u>140</u>	<u>upon</u>	<u>172</u>
<u>eat</u>	<u>109</u>	<u>please</u>	<u>141</u>	<u>both</u>	<u>173</u>
<u>ate</u>	<u>110</u>	<u>into</u>	<u>142</u>	<u>buy</u>	<u>174</u>
<u>each</u>	<u>111</u>	<u>today</u>	<u>143</u>	<u>used</u>	<u>175</u>
<u>air</u>	<u>112</u>	<u>once</u>	<u>144</u>	<u>put</u>	<u>176</u>
<u>these, those</u>	<u>113</u>	<u>open</u>	<u>145</u>	<u>together</u>	<u>177</u>
<u>down</u>	<u>114</u>	<u>away</u>	<u>146</u>	<u>work, words</u>	<u>178</u>
<u>off</u>	<u>115</u>	<u>about</u>	<u>147</u>	<u>first</u>	<u>179</u>
<u>far</u>	<u>116</u>	<u>also, always</u>	<u>148</u>	<u>want</u>	<u>180</u>
<u>part, start</u>	<u>117</u>	<u>never</u>	<u>149</u>	<u>different</u>	<u>181</u>
<u>read</u>	<u>118</u>	<u>myself</u>	<u>150</u>	<u>shall</u>	<u>182</u>
<u>years</u>	<u>119</u>	<u>after</u>	<u>151</u>	<u>own</u>	<u>183</u>
<u>sing, bring, things</u>	<u>120</u>	<u>very</u>	<u>152</u>	<u>hurt</u>	<u>184</u>
<u>think, drink</u>	<u>121</u>	<u>through</u>	<u>153</u>	<u>full, pull</u>	<u>185</u>
<u>long</u>	<u>122</u>	<u>other, another</u>	<u>154</u>	<u>laugh</u>	<u>186</u>
<u>right, light</u>	<u>123</u>	<u>over, under</u>	<u>155</u>	<u>people</u>	<u>187</u>
<u>goes</u>	<u>124</u>	<u>any, many</u>	<u>156</u>	<u>warm</u>	<u>188</u>
<u>does</u>	<u>125</u>	<u>better</u>	<u>157</u>	<u>water</u>	<u>189</u>
<u>made</u>	<u>126</u>	<u>walk</u>	<u>158</u>	<u>done</u>	<u>190</u>
<u>new</u>	<u>127</u>	<u>only</u>	<u>159</u>	<u>Blackline Masters</u>	<u>191</u>
<u>clean</u>	<u>128</u>	<u>every</u>	<u>160</u>	<u>Indexes</u>	<u>207</u>
<u>ride</u>	<u>129</u>	<u>before</u>	<u>161</u>		
<u>don't</u>	<u>130</u>	<u>number</u>	<u>162</u>		

Many teachers use word walls to display high-frequency words they are hoping their students will soon master. The words are usually listed in alphabetical order for easy reference. Whenever students need to use one of these words in their writing, they can simply find its correct spelling on the word wall.

Most teachers find this to be an effective way to remind children how these difficult words are spelled. However, word walls on their own are not sufficient to guide children to word mastery. To make word walls really work requires more than just putting the words up on the wall. The words need to be systematically introduced, taught, and reinforced over time. That is what *Word Wall Work* is all about.

Making Word Walls Work

Word Wall Work describes a comprehensive, sequential, multilayered system of daily word work. Instead of having children learn the words by rote, this system encourages children to recognize and use meaningful spelling patterns in high-frequency words. As each new word is introduced, children

- analyze the words in multiple ways,
- look for special features in the words,
- identify any irregularities,
- relate the words to words they already know,
- build the words and others like them with letter tiles,
- write the words in their own special word books, and
- use the words in short writing tasks.

The emphasis in *Word Wall Work* is on patterns and consistencies in high-frequency words. Review of words is built into the process, as students constantly compare new words to words already on the word wall. The goal is for all children to develop fluency reading and writing these important foundation words, but *Word Wall Work* has the side benefit of helping children learn to read and spell other less common words that share the same spelling patterns.

High-Frequency Words

An irony of the English language is that the most frequently used words are often the most irregularly spelled. Because they have been in use for so long, they have evolved over time in more ways than other less common words. Learning words like *they* and *said* is difficult for children because of the ways in which the words are irregular, yet most parts of these words follow regular spelling conventions. If the *e* in *they* were changed to *a*, or the *ai* in *said* were changed to *e*, for example, the words would not be irregular at all. By identifying the irregularities and emphasizing the elements that are regular, children are able to master the words more quickly. The 254 high-frequency words presented in this book are

the most basic ones children need to know how to read and spell. The list includes all the words on the Dolch list as well as the 150 most frequently used words according to the *American Heritage Word Frequency Book*. It contains example words for all the letter sounds and for the most common blends and digraphs and vowel patterns. It also includes contractions, compounds, homophones, word endings, color words, number words, and over 30 word families. The words were carefully chosen to expose students to the most commonly used words and to the most common spelling patterns in the English language.

Getting Started

The lessons in *Word Wall Work* begin with the simplest one-letter words *I* and *a*, and progress to two- and even three-syllable words such as *together*. Where you start, how quickly you move through the lessons, and where you end will depend on your class. If you are unsure where to begin, you might start with a student assessment. Beginning with the word *I* on page 1, ask the children to write each of the new words presented in the book. When the majority of the children are unable to spell a word, stop the assessment and begin teaching the lessons with that word.

What You Will Need

Here are the supplies you will need for the lessons in *Word Wall Work*. You can make the materials from blackline masters at the back of this book, use materials you already have, or purchase the materials from Primary Concepts. If you are making your own tiles and cards, they will last longer if you use heavy stock and laminate them.

POCKET CHART

An extra-large pocket chart forms the word wall. Word tiles are placed in the pockets in alphabetical columns. Hang the pocket chart in a prominent place in the classroom where everyone can see it.

HEADER CARDS

You will need 26 header cards (see pages 192–193), one

for each letter of the alphabet. Place the header cards in the top and middle rows of the pocket chart to form a kind of dictionary on the wall. If you are making your own cards, use brightly colored construction paper so that they will stand out against the fabric.

WORD WALL TILES

The 254 word tiles in the set (see pages 194–205) are introduced in lessons and then placed in the pocket chart word wall in alphabetical order. The word tiles have large enough print so that everyone can see them.

OVERHEAD WORD WALL TILES

Transparent word tiles are useful for introducing each word at the overhead projector. Special features of the word can easily be pointed out and compared to other similar words.

WORD TILE ORGANIZER

A box of drawers for storing your 254 word tiles alphabetically comes in handy when you want to find a particular word tile.

HIGHLIGHTERS

Transparent plastic overlays in a bright color cut to fit on the word tiles can be used to accentuate spelling patterns you want children to learn.

LETTER TILES

Children use alphabet letter tiles to build each new word wall word and others like it. Each child will need one student set of letter tiles (see page 206). Transparent alphabet letter tiles are also useful for building words at the overhead projector.

MY WORD BOOKS

This is a place for children to write words they are learning and look up words when they need to remember how to spell them. Students keep their word books in their desks so that they can add or look up words at any time.

You can make a word book for each child by stapling together sheets of lined paper with a construction paper cover. Have the children write the letters of the alphabet in order in the upper right hand corners of the pages, like an address book, so it is easy to find the page they need. You can purchase a class set of ready-made My Word Books from Primary Concepts.

Lesson Sequence

Word Wall Work is made up of 180 lessons, which are usually presented one per day. Some lessons introduce just one word, others up to five closely related words. The words are presented in a carefully planned sequence to build skill with spelling patterns. Generally, the easiest and most frequently used words come earlier in the sequence and less frequently used words that are harder to read and write come later.

However, the sequence can easily be adapted to match the instructional program in your classroom. For example, if you are reading the book *Brown Bear, Brown Bear, What Do You See?*, you may wish to introduce color words or the words *you* and *see* at the same time. You can use the index on page 208 to find the lessons for the words you wish to teach.

Phonetic Symbols

There are many different ways to represent the sounds of words with phonetic symbols. These are the symbols used in this book for word sounds. We have tried to keep the list short and to use phonetic symbols to avoid confusion, for example, in order to distinguish between the different sounds of *oo* in *book* and in *too*, or to identify a sound that has more than one common spelling, such as /ou/ in *cow* and *loud*. When you see letters within slashes, think in terms of sound rather than spelling. For example, the sound /ōō/ may be spelled with a *u* as in *full*, and the sound /ā/ is commonly spelled *ay*, *ai*, *a-e*, and *eigh*.

/ă/ fat	/ō/ throw	/b/ bat	/m/ mop	/ks/ fix
/ā/ pay	/ū/ but	/d/ dim	/n/ neck	/y/ yell
/ĕ/ pet	/ōō/ too	/f/ fit	/p/ pin	/z/ zip
/ē/ me	/ōō/ took	/g/ gum	/t/ rip	/ch/ chip
/ĭ/ tip	/ou/ cow	/h/ hand	/s/ pass	/sh/ ship
/ī/ pie	/ûr/ bird	/j/ jump	/t/ tap	/ng/ sing
/ō/ cot		/k/ king	/v/ van	
		/l/ lid	/w/ will	

TALK ABOUT IT

What do we notice?

- one letter
- one sound
- sound is long *i*, /ī/
- capital letter (always!)

Homophone: *eye*

WRITE IT

Add the word *I* to your word books.

USE IT

Use the word *I* in this frame to tell about yourself.

I am _____ (name) _____.

I like to _____.

I can _____.

I like _____.

I am _____.

NEW WORDS

me we be he she

TALK ABOUT IT

What do we notice?

- two letters, except three in *she*
- all have two sounds
- all end with the letter *e*
- all end with the long *e* sound, /ē/

Special Feature: digraph *sh*

Homophone: *wee, bee*

BUILD IT

Change the first letter or add a letter to build these words:

me we be he she

WRITE IT

Add the words *me, we, be, he, and she* to your word books.

USE IT

Fold a sheet of paper into fourths to form a book with four pages. On the first page, draw a picture of yourself and write the word *me*. On the second page, draw a picture of a man or boy (your dad, for example) and write the word *he*. On the third page, draw a picture of a woman or girl (your mom, for example) and write the word *she*. On the fourth page, draw all three people and write the word *we*.

TALK ABOUT IT What do we notice?

- three letters
- two sounds
- final sound is long *e*, /ē/

Special Feature: vowel pair *ee*

Homophone: *sea*

LOOK FOR PATTERNS Find on the word wall

- one letter different: **she**
- long *e* sound: **me he we be she**

BUILD IT Change or add only one letter to make each new word:

see bee fee flee free tree

WRITE IT Add the word *see* to your word books.

USE IT Pick a topic and use the frame below to write about it. Your topic could be a season, a holiday, a place like the beach or the forest, or something your class is studying.

_____ (Topic)

I see _____.

I see _____.

I see _____.

What do you see?