

Flash Cards

Training notebook, p. 19

Flash Cards is a briskly paced review. The routine is simple: someone turns the cards as the whole group recites the sound and any appropriate rules. The stack of cards is always shuffled for random order. Keep the activity brief.

Dictation

Training notebook, pp. 22-23, 66

Dictation is the teacher speaking a language chunk (e.g., phonograms, words) so students can produce a written copy. It has the rhythm and sound of rote testing.

Dictation is retrieval practice.

Dictation should be brief and briskly paced.

Dictation begins with phonograms; then words are added, and finally a sentence can be added.

JCSpell *Dictation* is a two-part routine. First, students write what the teacher dictates. Then students dictate it back to the teacher who writes it so they can proof and correct their own work immediately.

Tested Words *(optional)*

Training notebook, p. 85

Tested Words is an daily routine that holds students accountable for the four words they first analyzed in a lesson five school days ago and have encountered each day since in *Dictation*.

The scores (1 to 4) for the daily *Tested Words* can be aggregated for a weekly spelling grade.

This routine assures that there is an adequate practice cycle for all words, and it reduces the "permission to forget" syndrome by eliminating the "Friday-test-followed-by-a-new-word-list-on-Monday" routine.

Developed to meet the requirement for a regular spelling grade, it is an optional routine.

Think to Spell®

Training notebook, pp. 52-53

Think to Spell® is a word analysis strategy. Students chunk words by syllables and by phonograms (sound-symbol correspondences). Follow the procedures closely to provoke thinking through both the encoding process (oral to written) and the decoding process (written to oral).

Think to Spell® is a word analysis strategy with two parts to support both encoding (oral to written) and decoding (written to oral) skill development.

In the first part, the teacher says the word and uses it in a sentence. Then the teacher guides students to count and chunk (segment) the syllables in the word. Finally, the teacher guides students to segment sounds and write the word by using phonetic knowledge.

In the second part, the students read the word (blend) to the teacher and go through the same process while the teacher writes the word for students to see.

Students check their work and make corrections as needed. Rules and patterns are noticed and/or discussed.

The routine becomes automatic, the pace is fairly brisk. Hands are not called on; students are encouraged to "blab" orally as the word is analyzed so they fully simultaneously engage multiple sensory avenues that support oral and written language development.

Think to Spell® employs the principles of interleaving and space repetition. Warning: Do not succumb to a "drill & kill" attitude during your *Word Study* lessons. The heart and soul of these lessons is the analytical processing of words— *Think to Spell®* coupled with *Word Talk*.

Word Talk

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Word Talk is a time for students to notice, a time of briskly paced discussion, a time to talk about the four words from "Think to Spell," e.g., identifying multiple meanings in oral sentences created by students or teacher, classifying words according to parts of speech, adding inflectional and derivational suffixes, adding prefixes, identifying connections to other words such as homophones, antonyms, synonyms.

It is a rich time of word exploration, students sharing their knowledge with each other and then going deeper with the words under the guidance of the teacher.

The teacher should casually write to give visual support to the word connections throughout the oral discussion -- e.g., write a word then write its plural form, write its antonym, list some rhyming words. What the teacher writes is based on what the learning focus is and where the student discussion takes the learning.

To build strong connections and support memory, students need to see the words they are connecting with their four new spelling words as well as orally discuss them.

Word Talk employs the principles of interleaving and space repetition.

I-Work

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I-Work stands for independent work during which students rewrite their new words, alphabetize them, and create sentences with them. In order to create original sentences, students should draw upon the *Word Talk* conversations about the meaning and use of the four words and the oral sentences shared.

Students need to learn how to organize and actually do *I-Work*; this may take a week or two of guided practice. For example, the first week, explicitly model each part with them. The second week, closely monitor them as they work. Plan for this extra instructional time.

Once students learn the routines of *I-Work*, it can be assigned as seat work, partner work, or homework, or even morning work the next day. As partner work, it can be done at students' desks or at a work station.

I-Work is referred to as "independent practice" in the *JCSpell Teacher's Guide* and in the *Lesson Planner Series*.