

Handout: Teaching Beginning Writers

Wednesday June, 29 2022





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Heart Word Resources & Routine

Helpful Links

- [Teaching Beginning Writers by David L. Coker Jr. and Kristen D. Ritchey](#)
- [University of Florida: Irregular and High Frequency Words](#)
- [University of Florida: Say it. Move it and other PA activities](#)
- [Really Great Reading: Heart Word Magic](#)
- [Reading Rockets: Teaching High Frequency Words](#)
- [Thrive Literacy Corner Heart Word Method](#)

What is the Heart Word Method? The Heart Word Method involves teaching students to attend to the letter-sound correspondences in words that are expected and to commit to memory the part of a word that might be unexpected.

	<p>1. Introduce the word and have students repeat it. It may be helpful to use it in a sentence for context.</p>
	<p>2. Tap out the sounds you hear in the word. You can have students use their fingers to tap and count the sounds. Ask them how many sounds they hear in the word.</p>
	<p>3. Ask students what the word is. Identify the parts that are phonetically regular. Ask students to tell you what sounds they hear in those positions (in the word 'said' it's the first and last sounds, so prompt them with "What's the first/last sound you hear?"). Place a colored box under the corresponding letters.</p>
<p>4. Ask students what the word is. Identify the parts that are phonetically irregular. Ask students what sound it makes. Place a heart under this part of the word.</p> <p>5. Explicitly teach this irregular sound that the heart letters make. Tell students this is the part they need to know 'by heart'.</p>	
	<p>6. Write the word together. Ask students to read the word and spell it aloud chorally.</p> <p>7. Ask students to take a mental picture of the word, erase/cover it, and ask them to air write it from memory. They must say the letter as they write it.</p> <p>8. Ask students about specific letters in the word: What is the first/last letter? What is before/after (name a letter)? What are the heart letters?</p>



9. Ask students to write the word on a surface, such as on paper or a whiteboard. They should underline the heart letters and draw a heart above them.



10. Create practice phonics cards. Have students write the word on the card. Then have them draw a dot under each sound in the word. After have them underline the heart letters and draw a heart over them. Elkonin boxes are also helpful for practice

*Routine retrieved from: [Thrive Literacy Corner Heart Word Method](#) (Orpi, 2021).

SOUND DICTATION PROCEDURE

Consonants or Vowels

- **Teacher:** “The sound is /d/. Repeat.”
- **Students:** “/d/”
 - *Students write “d” on their whiteboards / paper.*
- **Teacher:** “What letters did you write to represent the sound /d/?”
- **Students:** (pointing to the letter) “d”
- **Teacher:** “What’s the sound again?”
- **Students:** /d/
 - *Teacher writes “d” on their own whiteboard and students fix their work if needed.*

Digraph or other sounds

- **Teacher:** “The sound is /ch/. Repeat.”
- **Students:** “/ch/”
 - *Students write “ch” on their whiteboards / paper.*
- **Teacher:** “What letters did you write to represent /ch/?”
- **Students:** (pointing to the letters) “C-h”
- **Teacher:** “What’s the sound again?”
- **Students:** /ch/
 - *Teacher writes “ch” on their own whiteboard and students fix their work if needed.*

WORD DICTATION PROCEDURE

- **Teacher:** “The word is flip. Repeat.”
- **Students:** “Flip”
- **Teacher:** “She can do a flip on the monkey bars. Let’s say the sounds in ‘flip.’”
- **Teacher + Students:** /f/ /l/ /i/ /p/
- **Teacher:** “Write ‘flip.’”
 - *Students write “flip” on their whiteboards / paper. Once students are finished, the teacher writes “flip” on the board and students fix their work (if necessary).*
 - *You can then do some quick work with the word. For example:*
- **Teacher:** “Let’s say the sounds in flip and touch the letters as we say them. Ready?”
- **Students + Teacher:** “/f/ /l/ /i/ /p/” (all pointing to each letter as they say the sounds)
- **Teacher:** Blend the word while moving your finger across all the letter
- **Students + Teacher:** “flip”

SENTENCE DICTATION PROCEDURE

****Use only sounds, spelling patterns, and high frequency words that students have been taught or that you worked on in today's lesson.**

Steps for sentence dictation:

- **Step 1:** Say the sentence slowly and clearly.
- **Step 2:** Have students repeat the sentence twice.
- **Step 3:** Have students count the words by holding up a finger as they say each word.
 - For younger students (Grade K & 1) consider drawing a line for each word to help students space correctly and develop concept of word. As they repeat the sentence a second or third time, they can touch each line as they say each corresponding word.
- **Step 4:** Have students write each words one by one. Repeat the sentence as necessary or prompt for the next word to be written.
- **Step 5:** Have students point to each word as they read it back and check for errors.

Tips for success with sentence dictation:

- Keep sentences shorter for younger students.
- Incorporate high frequency words from previous weeks for review.
- After you dictate the sentence, write it correctly so students get immediate feedback. Younger students do better with re-writing the entire sentence (as opposed to fixing their mistakes in their original work) – erasing can cause paper tears and other drama.
- Use this opportunity to remind students about capitalizing the first letter in the sentence and ending the sentence with a punctuation mark.

Grade	Sounds	Words for dictation	Sample Sentences
Grade K	Any consonant or short vowel sound	<ul style="list-style-type: none"> ● CVC words ● Focus in on only 1-2 middle vowel sounds in one week – for example only short a words or a combo of a few short a and short e words. 	<ul style="list-style-type: none"> ● I can see the rat. ● We like the cab. ● I can nap. ● I see the net. ● We can get a pet. ● The pot got hot.
Grade 1	Any consonant or short vowel sound Digraphs – th, ch, sh, ck, wh Welded sounds – all, am, an, ing, ang, ong, ung, ink	<ul style="list-style-type: none"> ● CVC words ● Long vowel – silent e words ● Words spelled with digraphs or double ff, ll, ss ● Words spelled with welded sounds (am, jam, Pam, bam, ram, ham ran, fan, can, than, pan, man, van king, wing, sing, thing, hang, fang, rang, sang long, song lung, hung, rung, sung rink, sink, wink, pink, think) 	<ul style="list-style-type: none"> ● I will huff and puff up the big hill. ● Did they yell at you? ● I held my pup as he got a shot. ● Beth is sick and could not help. ● Jill has her pink silk dress. ● We will hunt for your lost raft.

<p>Grade 2</p>	<p>Any consonant, vowel, or digraphs sound</p> <p>Welded sounds – all, am, an, ang, ing, ong, ung, ank, ink, onk, unk, ind, ild, ive, old, olt, ost</p> <p>Vowel teams – ai, ay, ee, ea, ey</p>	<ul style="list-style-type: none"> • CVC words • Long vowel + silent-e words • Words spelled with digraphs or double ff, ll, ss • Words spelled with welded sounds and vowel teams 	<ul style="list-style-type: none"> • The last bell rang and we left the class. • Shall I come with you? • The class had a big test in math. • Jeff felt the chill of the wind. • The kid fell off the bed. • Dad has the skill to fix the lock. • Jeff can dunk the ball in the net. • The small child can not walk yet.
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*Retrieved from Wilson Foundations Level K-2 Teacher's Guides.

Pedagogical Approaches to Writing Instruction

Gradual Release of Responsibility	Writing Pedagogical Approaches
Focus Lessons (I do it.)	Modeled Writing (Explicit Teaching)
Guided Lessons (We do it.)	Shared Writing Interactive Writing
Collaborative Learning (You do it together.)	Guided Writing
Independent Learning (You do it alone.)	Independent Writing w/Teacher Interaction & Feedback

Session Feedback



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