

## K-2 SIGHT WORD ROUTINES

	Introducing Irregular/Trick Words	Introducing Decodable Words
<b>1</b>	Introduce the Word	Introduce the Word
	<ul style="list-style-type: none"> <li>Say the word slowly and have students repeat the word slowly.</li> <li>Have all students repeat the word and then call 1-2 individual students to repeat individually.</li> <li>Use the word in a sentence: “Kamani <i>was</i> so excited for his birthday this weekend!”</li> </ul>	<ul style="list-style-type: none"> <li>Say the word slowly and have students repeat the word slowly.</li> <li>Have all students repeat the word and then call 1-2 individual students to repeat individually.</li> <li>Use the word in a sentence: “I <i>am</i> so happy to see you today!”</li> </ul>
<b>2</b>	Segment the Word	Segment the Word
	<ul style="list-style-type: none"> <li>Call one scholar to segment the word, counting the phonemes.</li> <li>Have all scholars segment the word and count the phonemes together.</li> </ul>	<ul style="list-style-type: none"> <li>Call one scholar to segment the word, counting the phonemes.</li> <li>Have all scholars segment the word and count the phonemes together.</li> </ul>
<b>3</b>	Map the Sounds	Map the Sounds
	<ul style="list-style-type: none"> <li>Teacher draws dots or boxes to represent each phoneme.</li> <li>Students predict the letter(s) that represent each sound.</li> <li>Teacher records the students’ responses in black.</li> <li>Teacher confirms the correct letters by recording them in green.</li> <li>Teacher highlights any irregular letters by recording them in blue.</li> <li>“In most words, [u] would make the sound [/u/], but in this word, [a] makes the sound [/u/].”</li> <li>Sound out the word using the irregular spellings.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher shows the word with dots underneath each phoneme.</li> <li>Teacher prompts students to say the sounds together and individually (e.g. <i>aaaaannnnnd</i>)</li> </ul>
<b>4</b>	Check for Understanding	Spell it and Write it
	<p>Check for understanding to solidify irregular letter/sound correspondences.</p> <ul style="list-style-type: none"> <li>Which letter(s) represent the sound ____?</li> <li>What is the next sound in this word?</li> <li>For irregular (less common) spellings: What letter represents that sound in this word?</li> </ul>	<p>Say the letter names in order while you trace them or write them.</p> <ul style="list-style-type: none"> <li>Spell it twice as a group, call 1-2 scholars to spell it individually, and spell it once more as a group.</li> <li>Scholars may sky-write along (drawing the letters in the air), or draw the letters on their hand with their finger</li> <li>Scholars may write the word on their own sound boxes (placed inside a sheet protector)</li> </ul>
<b>5</b>	Spell it and Write it	Spell it and Write it
	<p>Say the letter names in order while you trace them or write them.</p> <ul style="list-style-type: none"> <li>Spell it twice as a group, call 1-2 scholars to spell it individually, and spell it once more as a group.</li> <li>If you have two letters that make one sound, say them together faster.</li> <li>Say any irregular correspondences louder.</li> <li>Scholars may sky-write along (drawing the letters in the air), or draw the letters on their hand with their finger</li> <li>Scholars may write the word on their own sound boxes (placed inside a sheet protector)</li> </ul>	

Spiraled Practice of Sight Words	
Irregular/Trick Words	Decodable Words
<ul style="list-style-type: none"> <li>● Show scholars the word.</li> <li>● Cold Call a scholar to name the word.</li> <li>● Call the group to read the word.</li> <li>● Check for Understanding using one of the following:               <ul style="list-style-type: none"> <li>○ Feign Ignorance: Are you sure this is the word “could” and not “cold?”</li> <li>○ Ask for the rule: Which letter represents the sound /z/ in this word?</li> </ul> </li> <li>● Call 2 more individual scholars to read the word.</li> <li>● Prompt scholars to use the word in a sentence.</li> <li>● Affirm the word and move on.</li> </ul> <p><b>Prompts:</b></p> <ul style="list-style-type: none"> <li>● It looks like ____, but this is a tricky word.</li> <li>● Remember, in this word, [a] represents the sound [u].</li> </ul>	<ul style="list-style-type: none"> <li>● Show scholars the word.</li> <li>● Cold Call a scholar to name the word.</li> <li>● Call the group to read the word.</li> <li>● Call 2 more individual scholars to read the word.</li> <li>● Prompt scholars to use the word in a sentence.</li> <li>● Affirm the word and move on.</li> </ul> <p><b>Prompts:</b></p> <ul style="list-style-type: none"> <li>● Say the sounds in order. Good, now say it fast! Again go! Again go! Yes, what’s that word?</li> <li>● Remember /m/ is a continuous sound. Say that sound without stopping.</li> </ul>