**Words Their Way**

*“Without knowing the force of words, it is impossible to know more.” ― Confucius*

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| *WW Groups*  **Red Group**  Test day and work packet  due **MONDAYS**  **Blue Group**  Test day and work packet  due **TUESDAYS**  **Green Group**  Test day and work packet  due **WEDNESDAYS**  **Yellow Group**  Test day and work packet  due **THURSDAYS**  **Orange Group**  Test day and work packet  due **FRIDAYS** | https://classanderson.files.wordpress.com/2014/09/word-study.jpg  **Words Their Way**  **-–*Word Study Program***  The Royal Oak School District has adopted the Words Their Way  program for all elementary students. This program provides a  format for pretesting students and providing developmentally  appropriately sets of words to study and learn spelling patterns  For more information about this program, visit this link –  [www.mypearsontraining.com/pdfs/TG\_WTW\_WordStudy.pdf](http://www.mypearsontraining.com/pdfs/TG_WTW_WordStudy.pdf) |

***-Classroom Practice***

**Daily Activities**

Students are engaged in word work activities every day of the week. Five differentiated groups rotate

through five different sorting and spelling tasks;

**Day 1:** Code Words - Write spelling words in the given code and analyze the code words for patterns.

**Day 2:** Money Words - Find the total value of spelling words by determining the value of each letter

(matched to a penny, nickel, dime or quarter) and adding them up.

**Day 3:** Word Search - Highlight each of the spelling words in the puzzle and sort them by the vowel/

consonant pattern of each word.

**Day 4:** Fancy Words- Students roll a dice and write their words in fancy letters.

**Day 5:** Test/New Words - Meet with the teacher to take a spelling test and learn about a new set of words.

-For our first week of Word Work, the class will stay together as one whole group and follow the RED

SCHEDULE so students can learn how each activity is completed as well as how groups are expected to

conduct themselves. The next week and from then on, students will follow the schedule of the

differentiated color group he/she has been assigned to based on an analyzed pretest.

**Word Work Schedule**

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| --- | --- | --- | --- | --- | --- |
|  | **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| Monday | Day 5  Assessment & New Sort | Day 1  Code Words | Day 2  Money Words | Day 3  Word Search | Day 4  Fancy Words |
| Tuesday | Day 1  Code Words | Day 2  Money Words | Day 3  Word Search | Day 4  Fancy Words | Day 5  Assessment & New Sort |
| Wednes-day | Day 2  Money Words | Day 3  Word Search | Day 4  Fancy Words | Day 5  Assessment & New Sort | Day 1  Code Words |
| Thursday | Day 3  Word Search | Day 4  Fancy Words | Day 5  Assessment & New Sort | Day 1  Code Words | Day 2  Money Words |
| Friday | Day 4  Fancy Words | Day 5  Assessment & New Sort | Day 1  Code Words | Day 2  Money Words | Day 3  Words Search |

***– Assessment***

**Pre-Assessment**

Sometime in the first few weeks of school, students will be given a spelling pre-test. Pre-tests are

analyzed for student understanding of developmental spelling skills and concepts. Each student will then

be placed into a spelling group with students at a similar developmental level.

**Weekly Tests**

Each student group will meet with the teacher once each week (on their assigned day) to take a spelling

test on 20 of the words from the set of words they have practiced all week.

**Overall Grades**

Spelling grades are calculated from test scores, class work, and weekly homework packets (see Home

Connection). Each of these assignments/test are given equal weight.