

Routine for Introducing Non-Phonetic Words

GUIDED PRACTICE INSTRUCTIONAL SCRIPT

Introduce the activity.

Teacher: There are some words we see a lot that are a little tricky because they have letters we wouldn't expect. It can take some extra practice to learn to read and write these words. Today, we're going to look at a few of these words and figure out how they work.

Introduce the word orally.

Teacher: The word is: *could*. Yesterday, it was raining, so we *could* not go outside, but today we *could* play on the playground! Say the word with me.

Teacher and Students: *could*

Segment the phonemes.

[Use an Elkonin box or tokens as needed.]

Teacher: Let's say the sounds in *could* together.

Teacher and Students: /k/.../oo/.../d/

Connect (map) phonemes and graphemes, and analyze.

[Write or display the word.]

Teacher: What is the first sound in *could*?

Students: /k/

Teacher: Yes! How is /k/ spelled?

Students: <c>

Teacher: Good. What's the next sound in *could*?



Students: /oo/

Teacher: Woah, /oo/ in this word is spelled with the letters <oul>! That's not what I would expect. What letters spell /oo/ in *could*?

Students: <oul>

Teacher: Great! What's the last sound in *could*?

Students: /d/

Teacher: How is /d/ spelled?

Students: <d>

Teacher: Let's look at the letters while we sound the word out together.

Teacher and Students: [Point under <c>] /k/. [Point under <oul>] /oo/. [Point under <d>] /d/. [Slide finger under the entire word] *could*.

Teacher: What's the word?

Students: *could*

Teacher: How do we spell *could*?

Students: <c>, <o>, <u>, <l>, <d>

Student practice.

Plan for multiple, varied opportunities to read and write the word in meaningful contexts. Prioritize activities that help students connect phonemes to graphemes and provide opportunities for students to read and write learned non-phonetic words in isolation and connected text.