

## WORD IDENTIFICATION ACTIVITIES

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**Language experience activities (LEA).** (computer) Students dictate to the teacher (can be done in small group or individually). There must be a minimum of 5 sentences. Students re-read until fluent. The paragraph/story is then used for analytic phonics mini-lesson. (Example: Find the word that ends with the /p/ sound.) Students' stories should be dated and stored on a word document or kept in a notebook. If working with small groups, call on different students to provide sentences. Stories can be saved and used for reading practice on subsequent days.

Explanation:

<https://www.youtube.com/watch?v=Xa4--M9F7Kg>

Demonstration

<https://www.youtube.com/watch?v=jzilPA3aeY8>

**Onset-rime.** (This works best on computer.) The onset-rime activities are presented on a PowerPoint and based on the target phonogram (see Figure 2). Students see the initial onset initially. They are asked to put the two parts together to form a word. You may have to help students by sounding out the individual parts. Example: “/bl/ plus /ack/ is ...?”. Once students identify the word, they are shown the complete word.

Example of onset-rime activities.

bl -- ack  ack	bl -- ack black  ack
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Explanation:

<https://www.youtube.com/watch?v=uiS8vvLfaic>

**Cloze activities.** (This works best on a computer.) Here students are given a sentence with a missing word. The students read the sentence and are asked to guess the missing word. Then the complete appears below the cloze sentence. Students re-read this sentence until fluency is achieved. This activity should be briskly-paced and relatively brief lasting three to eight minutes. Keep in mind that the purpose here is to develop students' ability to use meaning (semantics) and word order (grammar) to recognize words. Students should not be “sounding out” words here.

Examples of cloze activities used to reinforce target phonograms

Wh \_ \_ did you say?

What did you say?

May I pl \_ \_ \_ \_ go outside?

May I please go outside?

**Maze activities.** (This works best on a computer.) Same as cloze, except students are given two to three words from which to choose for the target.

[Stay - Stop] off the ice.

Stay off the ice.

Explanation for cloze and maze:

[https://www.youtube.com/edit?o=U&video\\_id=dBX1D1iq5J4](https://www.youtube.com/edit?o=U&video_id=dBX1D1iq5J4)

**Word discrimination or word with distractor.** (Paper or computer). Students are presented with two word choices. One of the word contains the target phonogram. Students are to quickly point to and identify the target phonogram word.

**Word discrimination**

pay	put
led	lay
	ay

Explanation:

<https://www.youtube.com/watch?v=0DmNaMrXbWw>

**Word wall riddle review.** (Paper or computer). This is a review of the target phonogram words. Students are given a simple riddle. They must select an answer from the word wall. In small group, students can do/say these together or take turns. However, you want to keep things briskly paced.

**Word wall riddles.**

Cows eat me.	hay
	play
hay	pay
	day
	say
	may

Explanation:

[https://www.youtube.com/edit?o=U&video\\_id=Jy4SsA6xBQ](https://www.youtube.com/edit?o=U&video_id=Jy4SsA6xBQ)

**Sentence dictation.** (Paper). The teacher (or partner) reads a sentence to the student. The student writes the sentence. After each sentence, the student looks for words that do not look right.

The teacher crosses out the word and writes the correct spelling on the bottom. The student writes the correct spelling on top of the word. After each, skip a line and go to the next sentence.

### Sentence dictation

#### 1. AY

#### Sentence Dictation

1. That dog is a stray
2. What did you say?
3. May I stay here?

Explanation

<https://www.youtube.com/watch?v=qO4N72mnI7E>

**Sentence replay (replay analysis).** Students are presented six sentences on a piece of paper. Students read these out loud and record with an audio recorder. Then, they listen to the recording and underline any miscues. They review the words and reread and record the six sentences. Repeat this process until fluency is achieved with no miscues. If six sentences are overwhelming, start with three sentences. If you are working in small group, you can have students work in pairs. One person would be the recorder and would help the other identify miscues.

### Replay analysis.

#### Replay Analysis Sentences

1. I like to play ball.
2. It's a sunny day today.
3. How much did you pay for that hat?
4. Stay away from that dog.
5. Put your food on the tray.
6. The pot is made from clay.

Explanation:

<https://www.youtube.com/watch?v=5DTGbcC1KZQ>

**Guess the secret word.** (Paper or computer). Students are shown individual letters from a target phonogram word and a review word. They are asked to guess the word as soon as they can.

### Guess the secret word

#### 2. Guess the secret word.

s \_ \_ \_  
 \_ t \_ \_  
 \_ \_ a \_  
 \_ \_ \_ y  
 st \_ \_  
 sta \_  
 stay

#### Guess the SUPER secret word.

d \_ \_ \_  
 \_ r \_ \_  
 \_ \_ u \_  
 \_ \_ \_ m  
 dr \_ \_  
 dru \_  
 drum

**Mystery word.** (Paper or computer). Students are shown a sentence. Use sentences that students have written in either a language experience activity or as part of book writing. One word is pulled from that sentence and broken into parts. Students are to put the word together to “guess” the mystery word.

<b>Mystery word</b>	
 <p>•This is front of the HyVee store down town.</p>	<p>st – o – re</p> <p>store</p>

Explanation:

<https://www.youtube.com/watch?v=ojH9qlgz-4A>

**Word Sorts: Letter Patterns or Semantic Groups.** (Paper). Students are given six to 20 individual words written on 3x5 cards. They must put them in groups based on either letter patterns or meaning. Groups could be based on similar sounds (beginning, middle or ending), same sound but different letter patterns, or meaning.

Explanation:

<https://www.youtube.com/watch?v=bPUTYGMH4o>

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**Replay analysis.**

Replay Analysis Sentences

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Explanation:

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**Maze mini-story.** (Paper or computer) Maze activities are similar to cloze activities, except maze targets provide students with three choices of words. The maze sentences for MBI are provided in the context of a short six to eight sentence mini-story.

**Maze mini-story.**

She was driving down the highway.

She [with - was - hit] in her new car.

She was in her new car.

[She - Ran - Him] was going too fast.

She was going too fast.

**Sentence Guess-O-rama.** (Paper or computer). This is designed to develop the syntactic cueing systems (word order). Here students are presented a sentence in which the words are mixed up (see Figure 8). They are to try to guess what the sentence is. With each guess, they are provided additional word clues.

**Sentence Guess-O-rama.**

say did what you

What

What did

What did you say?

**Word parsicle.** (Paper or computer). This reinforces and develops students' ability to see letter patterns or word parts. Students are given parts of target phonogram words (see Figure 11). They are to guess the target phonogram word. With each successive guess they are given additional clues. Like all activities, this should be kept short and briskly-paced.

**Word parsical.**

\_ ay \_ \_

may \_ \_

mayb\_

maybe

\_ ayc \_ \_ \_

dayc \_ \_ \_

dayc\_r \_

daycare