

Word Work Concepts

Short Vowels: the students will learn how to distinguish the various short vowel sounds for a, e, i, o, and u. They will begin by tapping basic "CVC" (consonant-vowel-consonant) words and will recognize that when a word is a CVC word, the vowel makes the short sound.

Digraphs: two consonants when put together make a new sound

In first grade the students are learning **sh**, **th**, **wh**, **ch**, and **ck**. The students learn that **wh** can only be placed at the beginning of a word and **ck** can only be placed at the end of a word, after a short vowel. All other digraphs can be anywhere in a word.

Bonus Letters: Bonus letters are double letters that we see, usually at the end of the word, but they only make one sound. The bonus letters we will be learning this year are **s**, **f**, **l**, and **z**. When we see a bonus letter, we only tap the sound once.

Example:

- miss
- will
- puff
- buzz

The students will learn that bus and yes are exceptions to this rule and they will become no excuse words.

Glued Sounds: two or three consonants that have individual sounds, but when put together, one or more of the sounds are hard to hear.

In first grade the students will learn the glued sounds: **all**, **an**, **am**, **ang**, **ing**, **ong**, **ung**, **ank**, **ink**, **onk**, and **unk**. They may also be referred to as word families, however in comparison to other word families that the students are learning; they are harder to sound out. Students will learn how to tap these out as one chunk and/or sound.

Baseword and Suffixes: A baseword is a word that can have an ending or suffix added to it, which will slightly change its meaning. The suffixes that the students will learn this year are **s**, **es**, **ing**, and **ed**. They will also learn that when making a word plural (adding "s" or "es") we add "es" only when the word ends in s, sh, ch, x, or z

Examples:

- duck means one, ducks means more than one
- Lunch means one, lunches means more than one
- Happening vs. Happened

Compound Words: two individual words, when put together make a new word with a new meaning. The students will learn how to tap out compound words by breaking them into syllables, and tapping one syllable at a time.

Example: Sunset

- The students will tap out the word sun and then the word set. Then they will put the two words together to read or write sunset.

Syllables: The students will learn what a syllable is, and that each syllable contains vowels that are separated by consonants. They will learn to clap syllables, snap syllables, and pay attention to their diaphragm when they say a new syllable (each new syllable can be pushed out in one breath).

Closed Syllables: the students will learn that a closed syllable has one vowel only and is closed off by a consonant. For example, the word catnip has two syllables. Each syllable is a closed syllable because cat and nip both have one vowel with a consonant after it.

Blends: Blends are two or three consonants that make their own sound, but are often seen together and can be sounded out easily because they blend together smoothly when we read or say the word. Blends that the students will learn are

R blends: br, dr, cr, fr, tr, shr

S blends: st, sc, sk, sm, sp, squ

L blends: sl, bl, fl, cl, pl

Ending blends: mp, nch, nt, nd, pt, ft

Long vowels: Long vowels are when the vowel in the word says their name. The students will learn two terms recognized with long vowels: "CVCe" (consonant-vowel-consonant-e) and "CVVC" (consonant-vowel-vowel-consonant).

CVCe: the students will learn about bossy "e" which is silent but tells the other vowel to say its name

Examples: bake, made, like, kite, Pete, mule, flute, joke, and home.

CVVC: the students will learn the rainbow rule which says, "when two vowels go walking, the first one does the talking." The first vowel makes its long sound, the second vowel remains silent.

Examples: rain, coat, feel, teal,