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Quick60

Vocabulary and Spelling Cards



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What Are the Quick60 Vocabulary and Spelling Cards?

The *Quick60 Vocabulary and Spelling Cards* are a set of 60 cards designed to increase your students spelling and vocabulary.

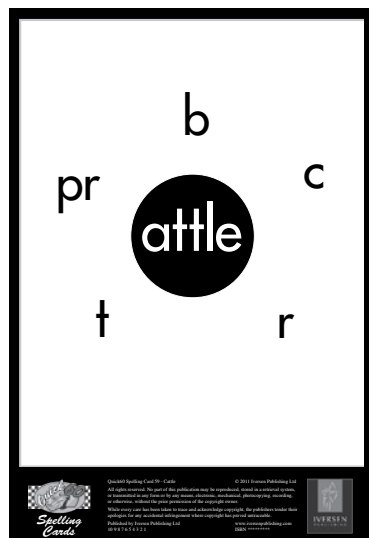
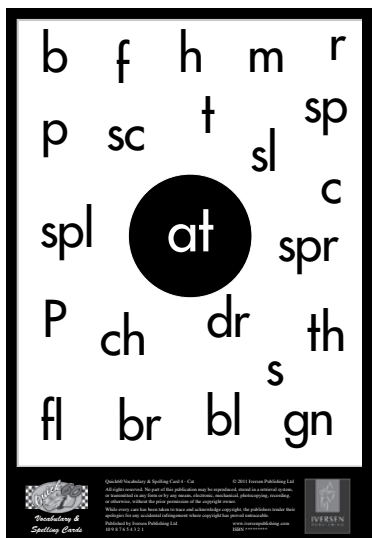
Each card has an animal photo on the front with the animal's name printed below. The animals have been chosen because their name incorporates a word family from which other words can be generated by changing the initial letter or letter cluster – for example, the word family on the *cat* card, is *at*, the word family on the *cattle* card is *attle*.



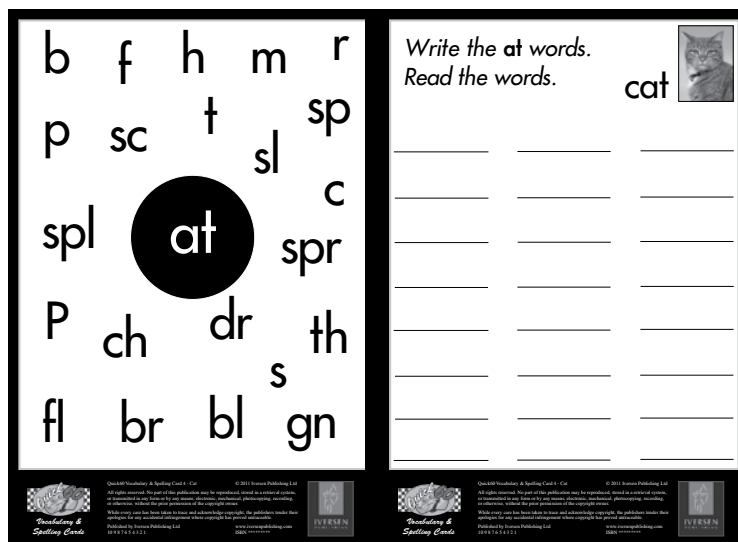
By learning these 60 word families, students will be able to spell and know the meaning of more than 660 words.



The back of each card has this word family plus a selection of consonant and consonant clusters that can be used to write and read new words.



Each card has an accompanying photocopiable blackline master which provides space for your students to write the new words.



What Skills Can I Teach Using the Quick60 Vocabulary and Spelling Cards?

You can use the *Quick60 Vocabulary and Spelling Cards* to teach many literacy skills.

Rhyme Awareness

Rhyme Awareness is one of the essential pre-reading skills that students who make good progress in reading already possess on arriving at school. Many exposures to nursery rhymes, jingles and finger plays in the preschool years give students an understanding of words that rhyme. There are however, many students who come to school not being able to provide a rhyming word from a given example.

You can quickly test which students are able to supply a rhyming word by telling them that they need to supply a word that sounds the same as, or rhymes with *dock*, in the sentence you are going to say.

Say *Hickory Dickory Dock, the mouse ran up the ...*

Students with rhyme awareness will usually say *clock* or *sock*. Those who don't yet have rhyme awareness will say nothing or something like *wall* or *tree*.

Repeat the exercise by saying –

I'm thinking of a word that rhymes with stag.

I carry my groceries in it, its called my ...

Again those students with rhyme awareness will say *bag*, while those without rhyme awareness will usually say nothing or something like *car*.

Use the *Quick60 Vocabulary and Spelling Cards* to help these students attain rhyme awareness.

- Choose one of the cards, for example, *ram*.
- Tell the students that this is a photo of an animal called a ram.
- Say *ram* again slowly.
- Have the students say *ram* with you listening to the sound of the word as they say it.

Say – *I know a word that sounds the same as, or rhymes with ram, its a boy's name, it's Sam.*

Sam, ram, these words rhyme.

- Have the students say *Sam* and *ram* listening to the words as they say them.

The students do not need to know the part of the word or the letters that make the /am/ sound. At this stage all you want them to be able to do is to hear the rhyme.

- Invite volunteers to tell you other words that sound the same as, or rhyme with *ram*. It doesn't matter if they supply non words such as *bam* or *fam*.

What is important is they rhyme.

If necessary, provide clues, for example –

I'm thinking of a word that rhymes with ram, it's a girls name, its...

- Continue using different cards until you're sure the students have an awareness of rhyme.

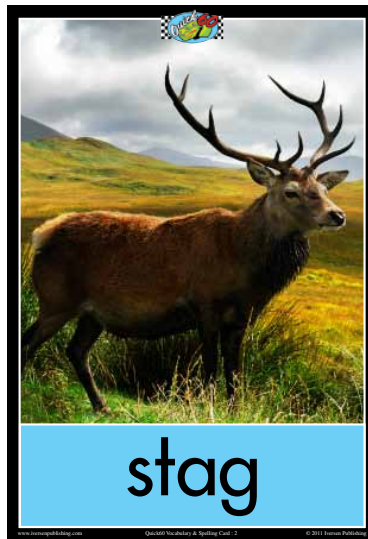


Onset/Rime Awareness

The ability to break single-syllable words into onset and rime is also another essential pre-reading and emergent reading skill. The rime is the rhyming part of the word and includes the vowel, the onset is the letter or letters that come before the rhyme. In the word *dog*, *d* is the onset and *og* is the rime. In the word *crab*, *cr* is the onset and *ab* is the rime. Rimes usually rhyme, but not always, for example – *sand* and *wand*.

Use the *Quick60 Vocabulary and Spelling Cards* to help your students attain onset/rime awareness.

- Choose a selection of cards such as – *pig*, *stag* and *thrush*



- Tell the students the name of the animals and show them how to break the word into two parts – p/ig, st/ag and thr/ush.
- Choose other cards and have them practice.

The students do not need to know the letters and letters clusters that make the onset and rime. At this stage all you want them to be able to do is to break the word into two parts.

Word Families

As soon as students can hear rhymes and break the words into onset and rimes in the absence of print, and know the alphabet letters and sounds, you can teach them the consistency between the sound and the spelling in many words.

- Return to simple word families like those in *cat* and *pig*.
- Show them the relevant card, for example – *cat*.

This time point to the word *cat* as you say the word and identify the letter names and sounds for the students.

- Invite the students to tell you some words that rhyme with *cat* and list them on the board one under the other, for example –

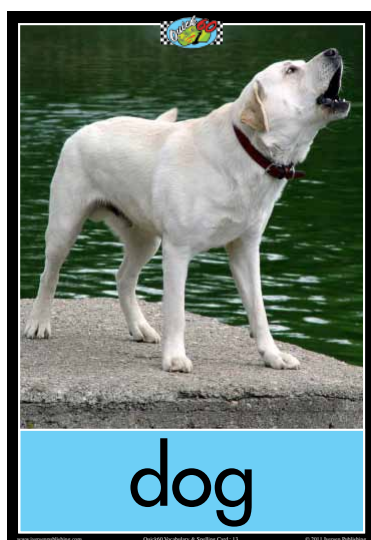
bat
mat
rat
sat

- Read the words as you write them.
- If you have magnetic letters and a white board, use these for the demonstration.
- Show the students what is the same about each word – **at**. If you are using magnetic letters, separate **at** from the rest of the word and tell the students that this is what is the same in all the words. If you are using a board, circle or underline **at**.
- Tell the students that you are now going to make another word with **at** on the end.
- Write **hat** on the board under the other words and tell the students what you have done.
- Read **hat**.

- Choose another card such as *pig*. You are now passing the task over to the students.
- Invite the students to read the word and name the letters and sounds. Ask the students to think of words that rhyme with *pig*.
- Write the words on the board inviting the students to tell you which letters to write.

pig
big
dig
wig

- Have the students read the words.
- Ask the students to say what is the same about each word and have a volunteer come to the board and circle or underline **ig** in each word.
- Invite volunteers to say another word that rhymes with *pig* and come and write it on the board.
- Repeat this with other simple cards until you are sure that the students are able to perform the task.



Analogies

The ability to make orthographic analogies greatly increases your students ability to spell new words in writing and decode new words in reading. Once they can recognize the word family, what they need to know how to do is to either add a first letter or letter cluster to the family to make new words and to substitute the first letter for another.

Use the *Quick60 Vocabulary and Spelling Cards* to help your students learn how to make analogies.

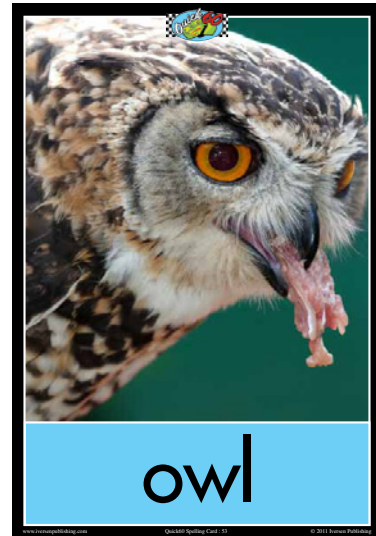
- Choose a card such as *hen*.
- Have the students read the word.
- Ask them to break the word into two parts.
- Write *hen* on the board.
- Tell the students that you are going to change the word *hen* to make another word.
- Erase the *h* and write *B*.
- Read the new word, *Ben*, to the students.
- Explain what you did.
- Erase the *B* and write *m*.
- Read the new word, *men*, to the students.
- Invite a volunteer to come to the board and change *men* into *ten* and say what they did.
- Invite another volunteer to come to the board and change *ten* into *pen* and say what they did.



Tell the students that when they want to read a new word or spell a new word they should think about what they know and see if they can make changes like the ones they just made to the word *hen*.

- Show the students the *owl* card.
- Explain that to make more words that rhyme with *owl* you have to add a letter or a letter cluster on to the front of the *owl* word family rather than change the first letter.
- Write *owl* on the board.
- Write *fowl* under *owl* on the board.

owl
fowl



- Read *fowl* to the students and explain what you did.
- Tell the students that now you want to write *howl* and there are two ways you can do it. You can add *h* on to the front of *owl* or you can erase the *f* on the front of *fowl* and write *h*.
- Write *howling* on the board.
- Provide a think-aloud demonstration of how you would either decode this word or spell it.

Say – I'm reading a book and the sentence says the baby is.. and I don't know the next word. I want to say crying, but this word doesn't look like crying, so I look to see if there's something I know and I do. I know the owl word family and I know the sound of the letter h at the front. So I can read howl. But although the baby is howl makes sense it doesn't sound right and I haven't read the bit on the end of the word. So I read it again and I read the baby is howling. Then I remember I've seen ing on lots of words before.

- Explain the procedure for writing.

Say – if you want to write the word howling, say it slowly and think about what you know. You know the word family owl and you know how to add h on to the front to make howl. Then all you have to do is to remember how to write ing and write it on the end of howl.

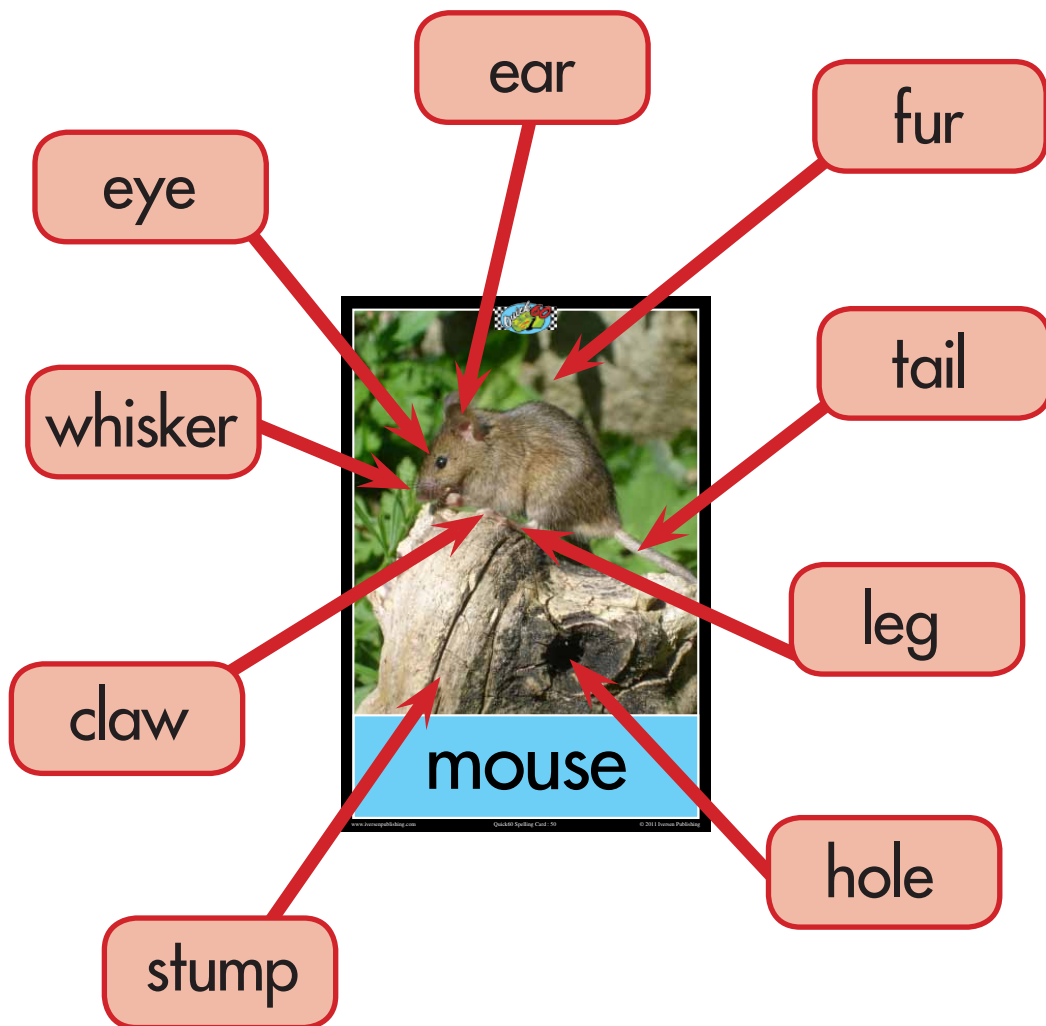
Vocabulary

As well as being able to read words, good readers need to have a wide vocabulary in order to comprehend text.

Use the *Quick60 Vocabulary and Spelling Cards* to help your students attain a wide vocabulary.

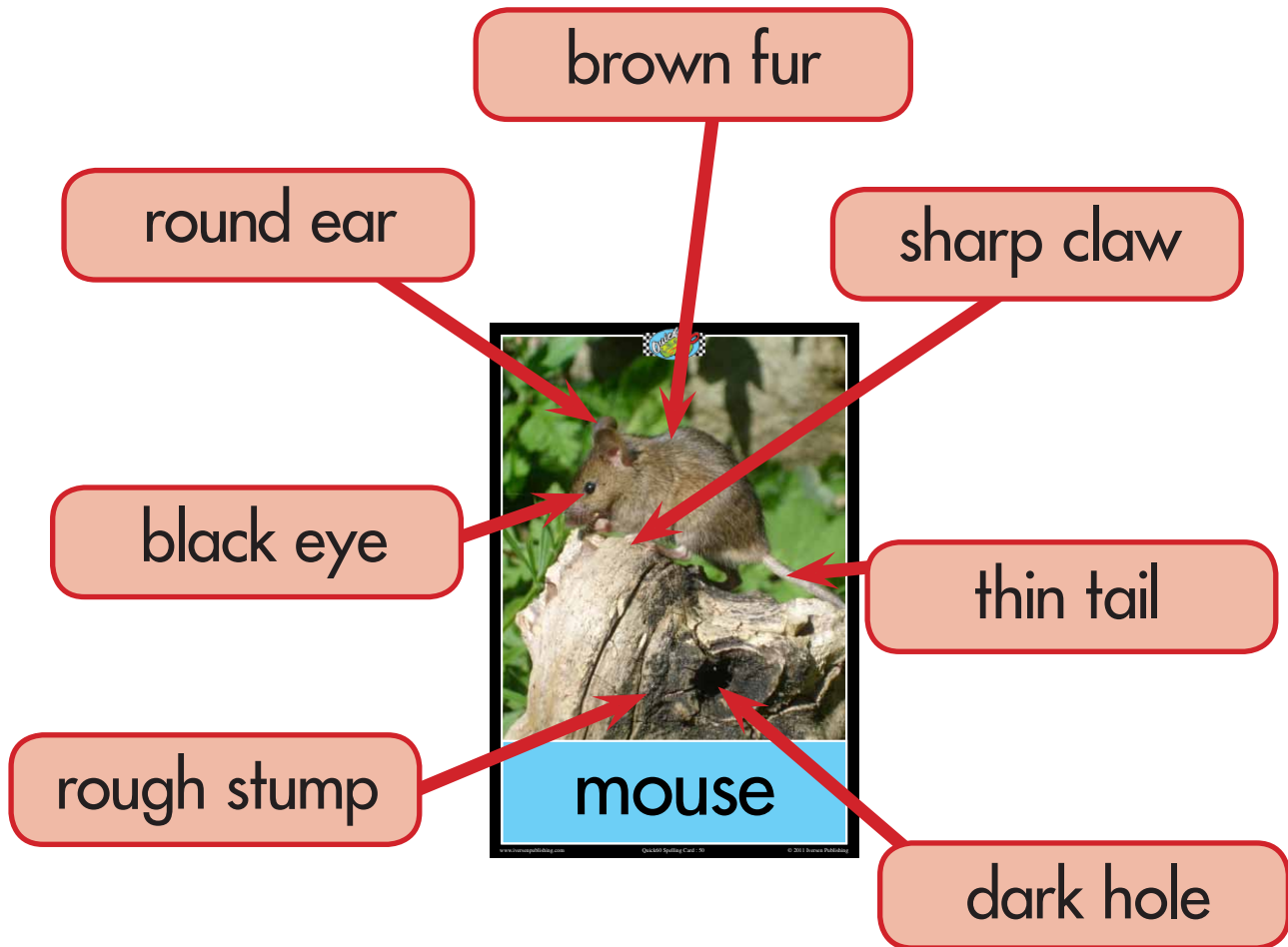
Discussing Photos

- Have the students look at the photos and describe what they can see.
- Provide the appropriate vocabulary for the students who have limited English.
- Make labels and arrows and attach the card and the labels to a bulletin board.



Adding Adjectives

Provide suitable adjectives, or elicit these from the students if they have sufficient language.



Elaborate to include two adjectives for example –

- soft, brown fur
- small round ear,
- round, black eye
- thin, bare tail
- long, sharp claws

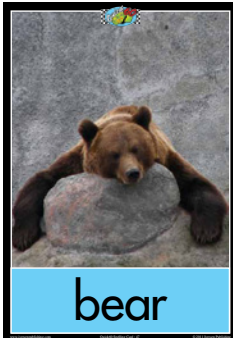
Discuss other mouse attributes, for example –

- how it eats – nibbles, gnaws
- how it moves – scurries, scampers

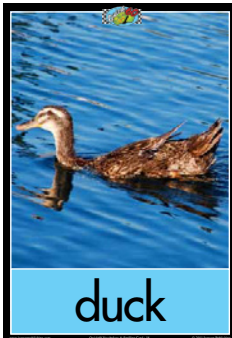
Classifying

- Lay out the cards.
- Make labels for the classification you are going to use for example – mammals, birds, fish, insects.
- Have your students put the cards in the appropriate place.

Mammals



Birds



Fish



Insects



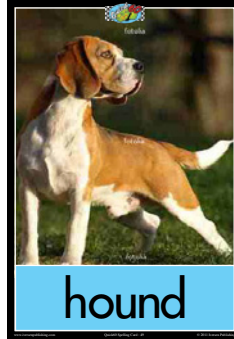
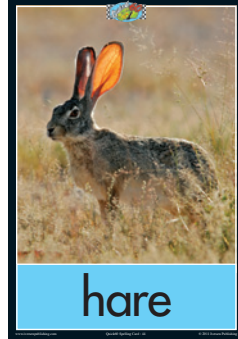
There are many ways the students can classify the cards, each of which will offer opportunities for learning new vocabulary, for example –

- animals that live on the land, animals that live in water, animals that live in both land and water
- animals that can fly, animals that can't fly
- animals with two legs, four legs, six legs, no legs
- large animals, small animals
- animals with fur, animals with shells, animals with scales

You can add to these grouping with other animals that the students know that would fit the group

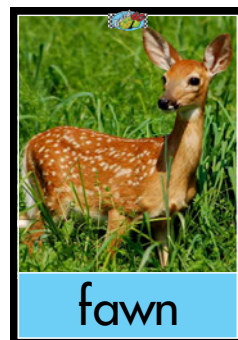
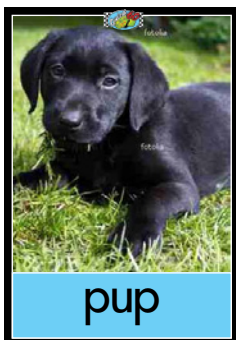
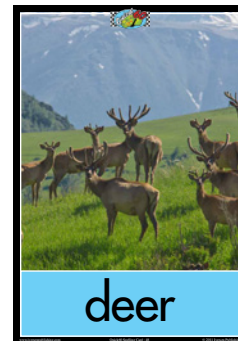
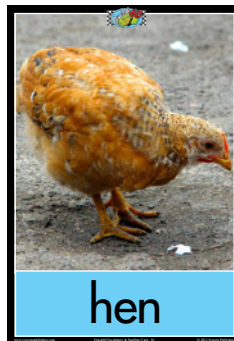
Comparing and Contrasting

Compare two or more cards by attribute, for example, ears.

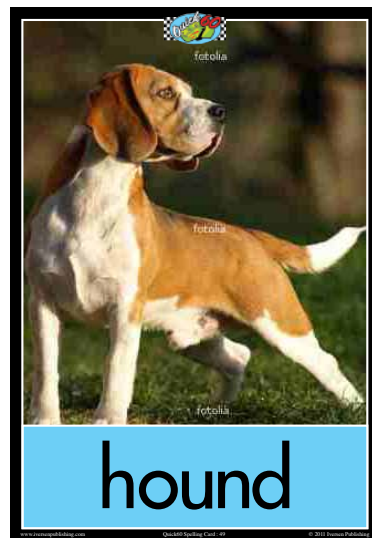
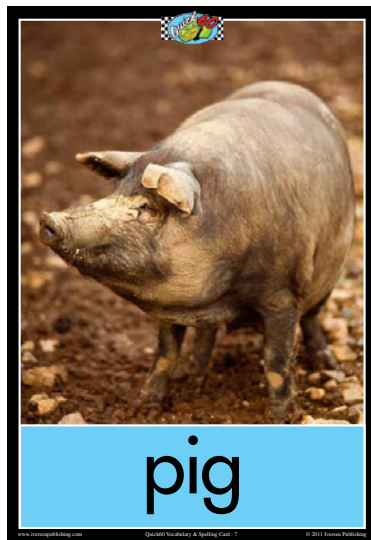
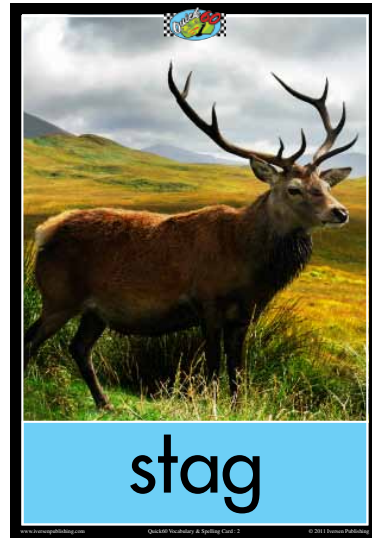


Making Connections

Teach the students the names of animal babies, for example –



Teach your students there can be different names for the same animals or for animals within a group for example –



Extending Knowledge Beyond the Photos

Use the back of the cards to tell the students the meaning of new words, for example –

frog

bog

smog

hog

jog

slog

blog

clog

flog

log

grog

fog

cog

