

## Appendix D

### ACTIVITIES THAT PROMOTE MAPPING THROUGH WORD STUDY

The strategies below are explained in Chapter 6. Use this page as a quick reference for lesson planning.

#### **1) Teach students the vocabulary of mapping**

Develop the students' instructional vocabulary (e.g., *syllable, onset, phoneme, rime unit, blend, digraph*).

#### **2) Phoneme-to-grapheme mapping technique**

Students point to the letters/graphemes that represents sounds called out by the teacher.

#### **3) Teach students to map rime units**

Teach the rime units and other word parts. Also, do phoneme awareness activities on rime units.

#### **4) Introduce words orally first**

Before introducing a new word, discuss its oral properties to prepare them to "map" the oral sounds in the word to the letter string that forms the printed word.

#### **5) Use look-alike words**

Use look-alike words (e.g., *black, block, brick, brink, break, blink*) when you do flash cards, word searches, etc. This forces students to attend to every letter in the word, which promotes mapping.

#### **6) Mapping irregular words**

Always point out and reinforce the regular elements in words. Make special note of the irregular part(s).

#### **7) Direct mapping technique**

Have a student orally segment a word before looking at its printed form. Ask questions about which letter or letters make certain sounds in the oral word. For example: "In *clap*, which letter says /l/?"

#### **8) Backward decoding technique**

Have students sound out words, back to front, one rime unit or onset at a time.

#### **9) Highlight rime units in words**

Underline or otherwise highlight rime units in words (sent, start, carpenter).

#### **10) Use oral spelling to reinforce mapping**

This reinforces phoneme awareness of a given word, and helps make the word a familiar letter string.

#### **11) Oral decoding**

Orally spell words and have students recognize the word(s) based on the oral spelling.

#### **12) Invented spelling**

When spelling previously untaught words, encourage invented spelling. Then correct as needed.

#### **13) Reading nonsense words**

Have children read 5-10 nonsense words per lesson (e.g., *blat, splank*).

#### **14) Spelling nonsense words**

Have children spell 3-5 nonsense words per lesson (e.g., *ap, blim, freep, coaf*).

#### **15) Spelling irregular words**

Have children spell irregular words (Appendix I).

#### **16) Word structure analysis**

Have students mark up words by underlining rime units and circling onsets.

#### **17) Making/Breaking Words**

Provide students with the letters of a big word. Have them record how many words they can make from those letters.

#### **18) Words Their Way**

Use this program to promote spelling, phonics, and word study.

#### **19) Reversed sentence reading technique**

Have students read a sentence going from the last word back to the first to avoid guessing based on context.

#### **20) Use all capitals and other forms of presenting words**

Present words in ways that disrupt their normal "look" including all capitals, mixed case (e.g., *SePteMbEr; rEAsON*), or print words vertically.

#### **21) Reading sideways and upside-down**

Have students read sometimes with the text rotated sideways (left and/or right) and sometimes upside down.

#### **22) Multiple font and mixed case reading**

Use different and unusual fonts to throw off the visual "look" of words.

#### **23) Spaced out letters technique**

Have words printed with large spaces between (e.g., *w a l k h a m m e r*).

#### **24) Linked words technique**

Use connected text with no spacing to force students to use phonics skills. Perhaps vary the look of the words by using all lowercase or all uppercase or mixed cases (i.e., *pRiNTwORdSLikEtHiSwiTHoUtSpAcEeS*).