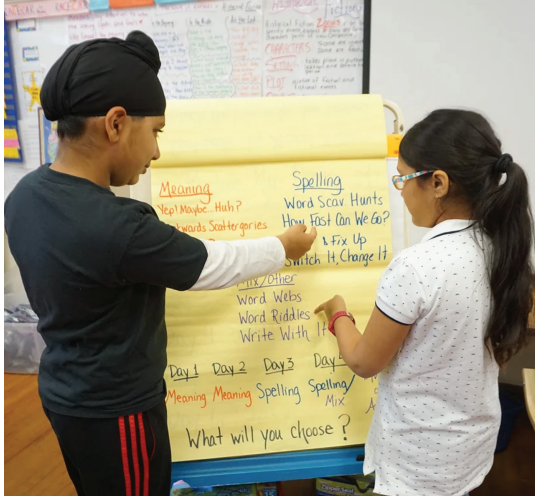


## This or That?

### Whole-Class Lesson to Introduce Choice-Making



#### WHAT?

Meet with students to discuss choices available to them during word study.

#### HOW?

1. Invite students to the meeting area.
2. Play a quick game of “Would You Rather” in which students make a choice between two options and explain why they made the choice they did.
3. List on a chart the different word study routines learned this year. Together,

sort and categorize routines based upon whether they emphasize meaning, spelling, or both (for primary and academic support classrooms, also add in phonemic awareness and phonics). Discuss the *why* behind student thoughts and decisions.

4. Share with students that on “meaning” days they might choose from certain meaning-based routines and on “spelling” days they might choose from taught spelling/pattern routines.

#### WHY?

- Choice bolsters engagement, ownership, motivation, and quality of work.
- Student voice can be honored in all parts of the school day.
- Students need to be aware of the choices they have and when these choices are available.

#### TIPS

- As students learn additional routines, additional choices may be added to the chart. This will keep engagement, interest, and motivation both consistent and high.

# Routine Rundown

## Whole-Class Lesson to Introduce “For-Now” Choices



Photo by Linda Day

### WHAT?

In this lesson, students will learn about the word study schedule and when they will make choices about which routines they will work on.

### HOW?

1. Call students to the meeting area. Perhaps open by asking students what would happen if they had pancakes for every meal . . . or hot dogs . . . or even carrots. Subtly lead students to the idea that having a varied diet helps us to become nourished and helps us grow and develop.
2. Refer to chart of sorted word study routines. Summarize discussion from the previous word study session.
3. Share the classroom word study schedule—either a weekly or cycle schedule. (Reminder: Check out Appendix E for sample cycle schedules.) Share the importance of a well-balanced and varied word study diet and the need to nourish all aspects of word learning.

4. Together, add to the posted weekly or cycle schedule. Outline the focus of each day and the options students have on certain days.
5. If using small groups in your classroom, show students how you will track each group's movement through the cycle.

### WHY?

- Following a schedule (especially if not whole class) takes practice and guidance.
- Taking the time to set up structures and routines helps students work with greater independence and accountability later in the year.
- Once students follow the schedule with fluency, the teacher is freed up to support more personalized next steps through conferring and small-group work.

### TIPS

- Type up and copy the weekly/cycle schedule with options. Have students glue a copy of the schedule on the front, inside cover of their word study notebook.
- Enlarge a copy of the schedule (with choice options) and post in one or more places in the classroom.
- For the next several days, practice following the word study schedule, making choices, and making choices quickly and efficiently. End each day with a short reflection and/or celebration.
- Go through the cycle at least once (likely more) whole class before splitting the students into groups and having them follow separate group schedules.
- Refer to Chapter 2 and Appendix E for a few possible schedule options.