



Reviewing Phonics, Word Structure, and Vocabulary Grades 2-3

Blending

At the end of every lesson and unit in *Imagine It!*, there is a review of the sounds and spellings included in the blending lines. Before doing any of the review activities below, highlight the sounds and spellings for the lesson or the unit. If there are blanks or green boxes in any of the spellings for these cards, have the students discuss what they mean and how these can help with reading and writing. Then have the students read the lines stopping to blend only those words that cannot be read fluently and automatically.

You may want to do one or more of the following activities to review the sounds and spellings and words. Once the words in the Blending lines have been read, identify those students who can read the words confidently and then have them do some of these activities in small groups. This frees you up to provide additional practice for those students who still need some extra work. Take time for all students to share their group efforts.

- Highlight the sounds and spellings for the lesson or the unit. If there are blanks or green boxes in any of the spellings for these cards, have the students discuss what they mean. Then have students generate word lists for each of these spellings. This can be done in small groups or as a whole class.
- Use games like Bingo, but with a twist. Have words with the spellings on the Bingo boards. Using the Individual Sound Spelling Cards, put together a deck with the sounds to be reviewed plus a couple of extra cards. Call out different cards and have students find words on their Bingo card that have that sound and spelling. This can be made more challenging by calling out words with the sound and specific spelling, and students need to find a word on their Bingo board that uses not only the same sound, but the same spelling.
- Review the Blending lines having the students read the words, stopping to blend only those words they cannot read fluently and automatically. Have students help you create a second comparable blending line by giving you words that fit the same sound/spelling patterns.
- After reading each line, read a word and ask a student to find it in the line and give a definition. Then have another student use it in a sentence and extend the sentence if necessary.
- If there are multi-syllable words in the lines, have students identify if the words have open or closed syllables or if the syllable is consonant le. Have students explain their responses.
- Have students work in groups. Provide each group with a set of cards with all the words from the review lesson. Have students sort them anyway

they choose and then explain the way they sorted their words to the class. Some students may sort by spellings; others by syllables; etc. An alternative to this is to have students sort their words, put them on the board, and have other members of the class figure out the categorizing principle.

- After reviewing the sounds and spellings for the lesson, have students go through their Student Reader to find words that use the same sounds and spellings. This can be challenging since students should be looking for the sounds and spellings in both single and multisyllable words. Have students make lists of words by sounds and spellings and then share with the class. This can be done independently or in small groups.

Word Structure

At the end of every lesson and unit in *Imagine It!*, there is a review of the Word Structure elements. Have the students read the words in the Word Structure lines first. Once the line is read, have the students discuss the structural focus. You may want to do one or more of the following activities to review these elements:

Many of the following activities can be done in small groups. This frees you up to provide additional practice for those students who still need some extra work. Take time for all students to share their group efforts.

- Read a word and ask a student to find it in the line and give a definition. Then have another student use the word in a sentence and extend it.
- Read a word with a prefix or suffix and ask the students to explain the meaning of the affix and the root.
- Read a word and have students replace the prefix or suffix and tell the meaning of the new word and the new part of speech. For example, if the word is “disconnect”, students could change it to “reconnect” and the part of speech stays the same. If the word is “historical” which is an adjective and the students change the suffix to make “historian”, the word is now a noun.
- If the word is a multiple meaning word, have a student point to the word, give one meaning, and then use the word in a sentence. Then have a second student give another meaning and use it in a sentence.
- Give two words and have a student point to them. Ask what the difference between these two words is, e.g., hot and cold are antonyms. The same could be done for synonyms, homonyms, and homophones. This gets the students to use the vocabulary and do the thinking.
- Give the students a word and have them come to the board or transparency and point to the word. If it is a singular noun, have them change it to a plural or vice versa. If it is a verb, have the students change the tense or if it is an adjective, change it into an adverb if appropriate. In all cases, be sure that the students spell the new word and use it in a sentence.

- Have students identify the spelling changes that occur when a suffix has been added to a root word.
- Give the students a word, have them point to and read the word, and then give the part of speech. Have another student use the word in a sentence and extend the sentence.
- Give the student a word and have the word used in a sentence. Have the class decide if the sentence truly shows the meaning of the word. For example, if the word is “camouflage”, and the student says, “Animals use camouflage,” have the class add to the sentence to show the meaning: “Animals use camouflage to protect themselves from predators.”
- Give the students a word with a base word and ask them to point to the word, read it, and tell the base of the word.
- Give the students a word with a Greek or Latin root, have them point to and read the word, and then have them identify the root word and its meaning. Challenge the students to come up with other words that have the same root word.
- Give the students a word with a prefix or suffix. Have a student point to and read the word, identify the prefix or suffix, and tell the meaning of the affix. Then, if appropriate, have the student or a different student replace the affix with a different one and tell the meaning of the new word.
- When appropriate, give the students a word and have them give a synonym or antonym. Work on gradations of words, for example, if the word is hot then the opposite is cold. Gradations would be HOT, WARM, TEPID, COOL, COLD. These kinds of activities expand vocabulary.
- Give two words that are connected in some way, e.g., “colony” and “colonial”. Have students come to the board, point to the words and read them. Then have them tell why or how the words are connected, what the base word is and what the affixes are. Have students explain what parts of speech these words are.
- Have students find other words that follow comparable patterns to those taught in the lesson. If “colony, colonial, colonist” is a line in the Word Structure, students could find related nouns and use them with affixes, e.g., “history, historical, historian”. This challenges students to think more about words.

Vocabulary

At the end of every lesson and unit in *Imagine It!*, there is a review of the Selection Vocabulary.

In addition to the suggestions in the lesson, you may want to vary the review and use one of the following suggestions. The goal is to get students thinking about and using the words in different ways to deepen their understanding of the words. Students can work in pairs or small groups to do these activities. Just be sure students share their work.

- Have students write sentences with clues in them and then have other students identify the vocabulary word. The sentence could include a definition, an antonym, or synonyms. It could even be a riddle.
- Have students write sentences that are examples or non-examples of the word. For example, if the word is “shrill”, a non-example might be: “Shrill sounds are pleasant to hear.” In contrast an example might be: “The shrill sound hurt my ears.”
- Have students make up test items: The word is “stern”. Stern means about the same as:
 - not caring about what you look or feel like
 - easy going about how you do something
 - words or actions that are very severe
- Give or write sentence stems and have students complete the sentence to show they understand the meaning of the word:
 - The octopus used camouflage to . . .
 - The stern comments from the principal made me . . .
- Have students write sentences using the vocabulary words. Then have them read to the class leaving out the vocabulary word and have other students fill in the correct word.
- If there are adjectives, have students write about how people feel or things look when the adjective describes them. For example:
 - How do you feel when you are bored?
 - How does something look when it is magnificent?
- Encourage students to think beyond the obvious. For example, if the word is “cling” which means to stick closely to something, you can cling to a branch to keep from falling, but you can also cling to hope when you are feeling lost.
- If the word is a noun, have students describe it; if the word is an adjective, have students give an antonym; if the word is a verb, have students describe what the action is; etc.
- Use the following stems and have students decide which to use for their assigned words:
 - I am an antonym for _____.
 - I am a synonym for _____.
 - I am an example of _____.
 - I am a non-example of _____.