

# Word-O for Fluency

## Summary

This game is to support the practice of the high frequency words that have been introduced to your students. Word-O can be a valuable tool for helping students to be fluent readers of the high frequency sight words! Play the game after the students have had both guided and independent practice time.

## Time Frame

1 class periods of 15 minutes each

## Group Size

Large Groups

## Materials

Blank [Word-O Boards](#) (pdf) for each students  
pencils  
game markers

## Student Prior Knowledge

Students should have had some guided and independent practice activities with the sight words that you are using prior to this activity.

## Intended Learning Outcomes

Students will look, say, write, and read their high frequency words during this activity. This practice will aide in the fluent reading and spelling of these words. This will enable them to read grade leveled text more effortlessly.

## Instructional Procedures

Students will complete a [Word-O Board](#) (pdf) during center time and then play the game later as a whole group or small group activity.

### CENTER ACTIVITY

(Make sure that you have MODELED ALL OF THE STEPS and practiced this center before expecting the students to do it independantly!)

Students choose words to write on their Word-O board. (These words come from the new words that have been introduced for the week and the current Word Wall Words.) They "must" include the new words for the week, and the words must be "scattered" on the board. They can fill in the remaining boxes with words from the Word Wall.

Students must read their words to a buddy and the buddy must initial the bottom of the page.

The listening buddy makes sure that each word is spelled correctly!

### PLAYING THE GAME

Each student needs a handful of game markers to mark the called word on their Word-o board. (I use cheerios!)

Teacher calls out a word, (from the new words and the current word wall words) and the students put a marker on the word if they have it on their page.

When a student has markers in a row...they shout out "WORD-O"!

Have the students say each word in their row and spell it. They only get credit for words that are read and spelled correctly!

### Strategies for Diverse Learners

Struggling students may have trouble reading the words back to a buddy. Allow the buddy to "coach" them and allow them the same supported reading if they get a Word-O.

Gifted students should be encouraged to make appropriate choices from the word wall. (e.g.: more challenging words) They can also be "coaches" for struggling students during center time to help them complete their Word-o board.

### Extensions

Take the Word-o board home and read the words to someone.

Use the word chunks (phonograms) that you are working on to play "Chunk-O".

After you are done playing the game, cut out the words and sort them. (e.g.: beginning sounds, ending sounds, spelling patterns, irregular vs regular spelling, etc.)

### Assessment Plan

Teacher observation during the Word-O game will show if students are able to quickly read the words that they have and mark them with a marker.

The Word-O board will show if students are accurately recording information and if the buddy is accurately checking words!

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