

No Fouls

Student Name: _____

Date: _____

We are using the SPELL-Links™ to Reading & Writing program to enhance spelling, reading, and writing skills. Please complete this assignment with the student to support the SPELL-Links™ to Reading & Writing lesson we have been working on. SPELL-Links™ WordUP! will enable the student to have fun while building and strengthening important literacy skills. Thank you for your valuable involvement and support. Together, we can make learning fun and help build the skills needed for success in the classroom and beyond.

Step 1: Adjust settings for the activity.

TOP DIAL:

Sound(s): _____

BOTTOM DIAL:

Number of Syllables:	1	2	3	4	5+	ALL	
Level:	K1	2	3	4	5	6	ALL
Word Frequency:	Less Common		More Common		All Words		

Recommended frequency of practice at this level:

Days per week: _____ Minutes per session: _____

The screenshot shows the app interface with the following elements:

- TOP DIAL:** A speaker icon for audio playback.
- BOTTOM DIAL:** A settings menu with the following options:

1 Syllable	2	More Common
2 Syllables	3	All Words
3 Syllables	4	Less Common
- Game Content:** A list of words with their vowel sounds:
 - Vowel sound* in *ape*
 - Vowel sound* in *bee*
 - Vowel sound* in *bike*
- Footer:** Buttons for 'Change Game' and 'Let's Play!', and the SPELL-Links WordUP! logo.

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Step 2: Support the student during the activity.

Tips for assisting a student during the SPELL-Links™ WordUP! No Foul activity:

After entering the settings, select ‘Let’s Play’ and direct the student to click on ‘Word UP!’ to display a word.

1. Encourage the student to read the word independently.
 - Do not allow the student to “guess and go.” If the student guesses the word incorrectly based on the first letter(s) (for example, the student looks at ‘flash’ and guesses ‘flat’) tell the student to look at all the letters in the word.
 - If the student misreads the part of the word that represents the target sound (for example, while working on the short vowel ‘u’ sound the student reads ‘some’ as ‘soam’) ask the student to touch the speaker button below the keyword picture to listen to the target sound and then to reread the word.
 - If the student is reluctant to attempt or has significant difficulty reading the word independently, read the word in unison with the student. Move from one sound to the next without pauses between sounds and point to the corresponding letter(s) as you say each sound, pronouncing the word naturally.
2. Once the displayed word is correctly read, discuss the meaning of the word.
 - Challenge the student to think of more than one meaning for a word, for example: bat (the object), bat (the action), and bat (the animal).
 - Ask the student to think of one or more words that have a similar and an opposite meaning.
 - Ask the student to identify whether the word is a noun (a person, place, object, or an idea), an adjective (describes a noun), or an adverb (describes a verb or an adjective). Then ask the student to give an example and a non-example. For instance, for the word ‘quickly,’ the student might say, “An example of something that moves quickly is a cheetah. An example of something that does not move quickly is a turtle.”
 - Ask the student to describe various attributes associated with the word, for example: size, function, components, and the context in which this word may be used.
 - Discuss and relate the meaning of the word to the student’s personal experiences.
3. Next, ask the student to use the word in a self-formulated sentence.
 - If the student does not use the word correctly or does not use the word in a complete sentence, restate the student’s sentence with appropriate revisions to model the correct use of the word in a complete sentence.
 - If the student uses the word correctly, repeat and extend the student’s sentence to model more complex sentence structure and alternate vocabulary word choice.
4. Finally, direct the student to complete the No Fouls task: “Touch the letter(s) that spell this sound.”

For additional ways to support the student, refer to **SPELL-Links Word Study Resource™** and **SPELL-Links™ Strategies By The Numbers**, No Fouls strategy.