

STRESS THIS MESS!

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:

- | | | |
|--|--|---|
| <input type="checkbox"/> Short Play (15 secs) | <input type="checkbox"/> Long Play (60 secs) | <input type="checkbox"/> Super Long Play (120 secs) |
| <input type="checkbox"/> Medium Play (30 secs) | <input type="checkbox"/> Extra Long Play (90 secs) | <input type="checkbox"/> Super Duper Long Play (180 secs) |

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 SPELL-Links WordUP! settings screen. The 'TOP DIAL' section has 'Super Duper Long Play (180 seconds)' selected. The 'BOTTOM DIAL' section has '4 Syllables' and 'More Common' selected. The interface includes 'Change Game' and 'Let's Play!' buttons at the bottom.

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Step 2: Support the student during the activity.

Tips for assisting student during the SPELL-Links™ WordUP! Stress this Mess 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 ‘anxiety’ and guesses ‘anxious’ or ‘angry’, tell the student to look at all the letters in the word.
 - If the student misreads any part of the word (other than stressing an incorrect syllable), ask the student to point to each vowel “chunk” (one or more letters representing a single vowel sound; the number of chunks will equal the number of syllables in the word), to read the word out loud one syllable at a time as he points, and to repeat the entire word when finished.
 - If the student misreads the word by stressing an incorrect syllable, for example the student misreads “anxiety” by pronouncing the 1st syllable instead of the 2nd syllable with primary stress (“anˈxiety” instead of “anxiˈety”), you may facilitate the student’s correct pronunciation by directing the student to reread the word with a different stress pattern and/or by humming the correct syllable stress pattern and directing the student to reread the word.

2. Jot down the words displayed during a round of play. At the end of a round, ask the student to read out loud a word from the list and complete one or more of the following activities. Repeat for each word in the list, as time allows.
 - Discuss the meaning of the word.
 - Use the displayed word (i.e., the target word) in a spoken sentence and ask the student to identify the part of speech (e.g., noun, verb, adjective, adverb) of the word as used in the sentence.
 - Ask the student to repeat your sentence, substituting the target word with another word or phrase that has the same meaning as the target word.
 - Ask the student to state a definition of the word using the format: (A) WORD is a CATEGORY that is/has UNIQUE CHARACTERISTICS. For example, “ANXIETY is an EMOTION that is characterized by WORRY OR NERVOUSNESS ABOUT SOMETHING THAT HAS AN UNCERTAIN OUTCOME.”.
 - Challenge the student to think of a word relative, a word that shares the same base word or word root and is related in meaning (for example, anxiety – anxious); to identify the change, if any, in the syllable with primary stress (the primary stress shifts from the 2nd syllable in “anxiety” to the 1st syllable in “anxious”; and to identify the change, if any, in part of speech (anxiety is a noun; anxious is an adjective).

3. Next, ask the student to use each word in the list 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, direct the student to extend his sentence to include more complex sentence structure.

For additional ways to support the student, refer to **SPELL-Links Word Study Resource™** and **SPELL-Links™ Strategies By The Numbers**, A Little Stress Will Help This Mess strategy.