

## How to Teach a New HFW – Lower Levels (1-8)

### What's Missing? [SPELLING]

- **Tell** children the word they are going to learn
- **Write** the word on the whiteboard (or make with magnetic letters) in front of the students & **SSWW**.
- **Students spell** the word as you point to each letter. (May do this a few times.) **Say what the word is.**
- **Turn the board away** from the students and **erase** (or remove) a letter
- **Show the board** to the students and ask them, **"What's missing?"**
- **Students say the missing letter** and you put it back in front of them.
- **Repeat the procedure** several more times:
  - erasing/removing one (or more) letters at a time, students tell what letters are missing, and you put them back as they say them
  - **finally** you **erase all** the letters, students tell what letters are missing (in order), and you put them back as they say them. Then **be sure they say what the word is!!**
- **NOTE:** For **Spanish**, teachers may choose to have students say the letter (or syllable) sounds instead of the letter names.

### Mix and Fix [NO SPELLING]

- **Write the word** on a whiteboard as a model
- **Give magnetic letters** needed to make the word to each student (in a bowl, on a tray, on a whiteboard)
- **Students make the word**
  - Teacher is checking to be sure the word is made correctly. We don't want them to practice it wrong or be sounding it out. They have a model to copy and/or check against.
- **Students slow check** (slide finger under word while saying it slowly, matching voice to letters)
- **Students pull each letter down**, one by one, left to right to remake the word – they do not spell, just silently pull letters down left to right in sequence
- **Students slow check** again
- **Students mix the letters** and **remake the word** (fix).

### Table Writing [NO SPELLING]

- **Students 'finger-write' the word** on the table (just use finger) **and SSWW**
- **Students slow check** the word 'written' on the table

### Whiteboards (WB) [NO SPELLING]

- **Students write the word** on the WBs **and SSWW**

[Usually the same word is *taught* (using the full set of teaching procedures described here) on *several* Reading Days and *reinforced* on the Writing Days. If students have extreme difficulty learning words, you may need to teach the same word on more than two Reading days. Do not introduce a new sight word until all students have learned the current word. You may need to practice with one student on the side if there is a straggler!!]

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## HFW Section of Lesson

1. First, have students write two **known** HFWs – “write it fast”
2. Then, teach **one new/partially known** HFW word  
[This is described on the front side of this sheet for levels 1- 8, and below for levels at 10+]

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## How to Teach a New HFW – Higher Levels (10+)

### What’s Tricky? - teacher

- The teacher writes the word on a whiteboard in front of the students.
- Teacher slow checks the word.
- Ask, “Does anything make this word tricky?”
- **Talk about the tricky part(s).**
- Teacher and students **slow check the word once again together.**
- Turn the whiteboard around so students can’t see the word.

### Whiteboards – students

- Students **SSWW the word** on their individual whiteboards  
(If SSWW is neglected, have students erase it and write it again)
- **Erase and write it 2<sup>nd</sup> time - SSWW**
- Teacher calls out and students **write two other HFW** that are known – “write it fast”
- Students write the **new HFW** one more time - **SSWW and slow check.**