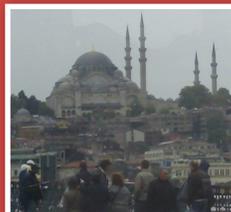


WORDWORKS NEWSLETTER #65

Announcing Word Structure with Word Sums: An Elegant Design for Learning, Instruction and Assessment



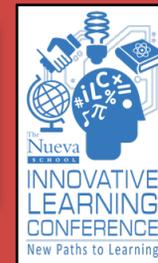
Sofia, Bulgaria



Istanbul, Turkey



Innovative Learning Conference
Nueva School, San Francisco



Structured Word Inquiry World Tour, Fall 2011

- Oct. 7-9: [Chapters International](#), hosted by [The Anglo-American School of Sofia](#), Bulgaria. **SOLD OUT!**
- Oct. 10-12: [Istanbul International Community School](#)
- Oct. 20-21: [The Innovative Learning Conference](#) -- the [Nueva School](#) Gifted Conference Series, California
- Nov. 12: [International Dyslexia Association 62nd Annual Conference](#): 3-hour session titled: Morphology: How Writing/ Spelling/Orthography Take Shape with Marcia Henry, Gina Cooke & Peter Bowers
- November 16-17, 20-21: [American Community School of Abu Dhabi](#).
- Nov. 18th - 19th: Dubai, UAE: 2-Day workshop with [Chapters International](#) at the Holiday Inn Al Barsha. (Details & register [here](#).)

On-Line Tutoring

- Contact [Pete](#) for details on personal, on-line tutoring sessions via Skype.

Headlines

- Updates, lessons & resources from recent and upcoming WW workshops
- Resources & links for teachers including...
 - Spelling out word structure: instruction & assessment
 - Understanding spelling: help from high frequency words
 - Science through spelling: Learning with students in Sumatra
 - Grapheme-Phoneme cards from Gina Cooke
 - And more...

Still some spaces for these upcoming workshops

- Chicago [IDA Conference](#) (Peter co-presenting with Marcia Henry & Gina Cooke)
Apparently this session has attracted a great deal of registrations. If you are attending the IDA don't wait too long to book your spot!
- 2-Day Structured Word Inquiry Workshop in Dubai hosted by [Chapters International](#) (Click [here](#) for information and to registrar.)
Book your spot for this one soon. Please pass the word to friends in the area.

WWW.WORDWORKSKINGSTON.COM

News & lessons from recent workshops: *Sofia - Istanbul - San Francisco*

The response from teachers and administrators to these recent workshops has been inspiring. It is exciting to be part of an ever growing community of learners collaborating to make sense and meaning of English spelling. In this Newsletter, you will see many examples of how that learning manifests as new ideas for teaching spelling through scientific inquiry. This same community then shares those teaching ideas so that they can be further developed and refined. This Newsletter is not a summation of that learning. It simply marks a brief point in this virtuous cycle of learning.

Sofia: This trip began with a 3-day workshop in Sofia, Bulgaria. I was delighted that my first workshop for **Chapters International** was sold out. The *Anglo-American School of Sofia (AAS Sofia)* hosted the workshop sessions. Between Shonal Agarwal (CEO of Chapters) and primary principal Jim Anderson and his team at *AAS Sofia*, all the logistics were taken care of for us. Thanks to them we could focus all our attention on understanding and teaching spelling! It was great that both Jim and Shonal were also right in there with us studying in the sessions. (See images at right.)

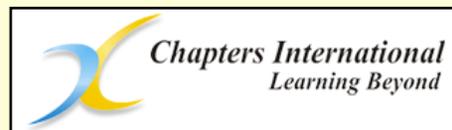
Lyn Anderson, a Grade 2 teacher at *AAS Sofia*, played an important role by leading some sessions with the lower school teachers. She shared teaching ideas from her classroom which build on her many years of experiences designing instruction with the help of Real Spelling and WordWorks.

(*WW* readers may remember [this video](#) of a lesson Lyn taught about ways to write /f/ at our summer course two years ago.)

By all accounts it was a win-win situation to have a school host a Chapters workshop. *ASS Sofia* gained in-depth professional

Creating through Collaboration

A key goal of these workshops is to provide opportunities for teachers with different experiences to get together and share ideas about implementing structured word inquiry in their classrooms and integrating that instruction into their curriculum. **Chapters International** facilitates this process by bringing such a wide variety of teachers together. The classroom experience of these teachers is first rate, but the experience with Real Spelling and WordWorks varies from novice to expert. By working together in teams after learning all this new content, teachers quickly move from the fear of “What am I going to do now?” to having a host of new ideas to try and revise.



Shonal Agarwal, CEO of Chapters International (2nd from left) joins a discussion of ways to apply structured word inquiry in lower primary settings.



Grade 2 teacher Lyn Anderson (Sofia) shares examples from her years of experience using Real Spelling resources to help design her instruction of the oral and written word in Pre School to Grade 3.



Principals Jim Anderson (Sofia) and Sean Murphy (Istanbul) took full part in the sessions with their teachers. Together they plotted a way emphasize the etymological connection between <principle> and the root meaning 'prince, chief, first'. Jim completed his new sign for his office door with help from the [Word Microscope](#) and [etymology on-line](#).

I gave fair warning to Jim and Sean that their students would soon deduce that, etymologically, they are equally related to <princess> as they are to <prince>!

Evidence of the transformative power that results from teachers learning how English spelling works

Visit [this page](#) to see links to the video of Lyn Anderson (*ASS Sofia*) teaching ways to write /f/. That page includes a slide show that provides evidence of the transformative power teachers can have when they gain the tools to understand and teach how English spelling works.



Among the teachers featured in that slide show you will see Matt Berman (*The Nueva School*) and Peter Deiter (*Istanbul International Community School*). That course provided Matt and Peter their introduction to WordWorks. You will see that this Newsletter highlights workshops at both of their schools. Such workshops are the direct result of teachers bringing new knowledge back to their schools.

development at a much reduced price especially since they did not have to pay for travel and accommodation. They also had international educators from all over the region get a close look at their great city and school facility. In turn, visiting participants got to see examples of this instruction in the context of real classrooms.

Large teams of teachers from Istanbul, Bucharest and the host school in Sofia combined with teachers from various schools in Eastern and Western Europe. These teachers gave up their weekend and worked hard for three days. Despite that heavy schedule, they left Sunday energized and keen to get started learning how to investigate the structure and meaning of words with their students and colleagues.

Istanbul: The award for orthographic endurance has to go the nine educators (including the principal) from *Istanbul International Community School (IICS)*. Our delayed Sofia-Istanbul flight brought us home after 1 am, and they were all up

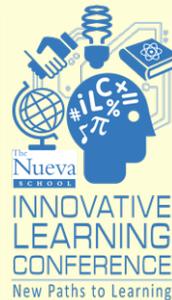
With Jim and Lyn Anderson also well represented in the workshops addressed newsletter, we can see the seeds of each of these trips planted in a 3-day workshop two years ago.

The other participants have been important forces for generative learning in their schools as well. For example, my work in Middle Eastern schools (*American School of Doha, Riffa Views International School* and *American Community School of Abu Dhabi*) owes a great deal to the influence of another teacher pictured in that slide show. After helping to firmly establish structured word inquiry at ASD, Ilana McGrath moved on to Manila where she is beginning the process once again! Once teachers understand the basics of how spelling works, they can never go back to treating it as an irregular system to be memorized. When other teachers see what happens in [classes like Ilana's](#) it is hard to contain that learning.

and ready to go for a full day workshop bright and early the next morning! Their questions and discoveries were just as hard to contain on day four as they were on days 1-3 of this spelling onslaught. Over the next two days I got to teach lessons in classes from K-5 at their two campuses. The staff at *IICS* is well on their way. Furthermore, the connection made between Istanbul and Sofia means that a collaborative network is already established for teachers at both schools.



San Francisco: My next stop brought me to the amazing [Nueva School](#) in Hillsborough, California, nestled in the hills between Palo Alto and San Francisco. I was invited to speak at



L-R: Nancy Cushen-White, Gail Venable, Pete Bowers, Matt Berman in front of the Nueva Cafe at the 2011 Innovative Learning Conference.

the biennial [Innovative Learning Conference](#) hosted by this influential private school.

Before the two-day conference, I taught lessons in Grade 1, 2, 3 and 4 classrooms. Up until this point, Grade 4 teacher (and creator of www.realspellers.org) Matt Berman, was the only Nueva teacher who had been using WordWorks and Real Spelling. (He began after Skyping into my 3-day course two summers ago.) Despite the newness of this content, a one-hour presentation and single lesson with their students provoked an immediate desire from these teachers to take on these classroom practices. One great idea from some of the teachers was to start a study group to help brainstorm ideas of how they might begin structured word inquiry.

This quick response makes sense in light of the fact that the principles of [structured word inquiry](#) dovetail so well with the frame for collaborative, creative problem solving that guides learning and teaching in any subject area at Nueva. A central feature of The Nueva School is “Design Thinking” which has been described as “[a process for practical and creative problem solving](#).”

This way of thinking is fostered in all classes at Nueva, but it receives particular attention in their “[I-Lab](#)” (“I” for “Innovation”). This lab was built with the collaboration of David Kelley, the founder of [Ideo](#) and head of the [Institute of Design at Stanford](#). Teachers at Nueva, along with Kelley and his team, have worked together for years to bring the same ideas that guide the collaborative design work at Stanford and Ideo into elementary classrooms. To put the influence of Kelly’s work in perspective, the first computer mouse and the iPad are just two of the countless innovations to result from his work! (For more on Kelley, see this [article](#) that came out the day after the conference or [this](#) link at the Ideo website.)

With “Design Thinking” integrated into the fabric of The Nueva School, it didn’t take long for teachers to see that the approach they already use in other areas can and should be applied to instruction of the written word. A short visit was enough to convey what any school needs to get started:

1. Evidence that English spelling is a reliable system and thus an appropriate context for scientific inquiry;
2. Guidance to get started using the resources and references offered by Real Spelling, WordWorks.

A Series of Structured Word Inquiry Lessons

The highlight of my time at Nueva was the chance to teach a series of lessons with the two Grade 4 classes co-taught by Matt Berman and Marjorie Woodwell. I Skyped in from Istanbul for my first lesson, then after I got to California we worked on lessons from [my book](#) that Matt had already started. When I arrived, we continued an investigation about why single, silent <e>s sometimes disappear during word construction. We started by considering a great student hypothesis that “Stems starting

with a vowel letter drop <e>s”. Looking closely at the evidence she used to develop this hypothesis, we revised it into this more precise statement: “*Vowel suffixes replace single, silent <e>s.*”

Next we tested our revised hypothesis against a whole host of challenges. Students kept finding potential “counter examples” (as one bright student labeled them). On closer inspection, however, we agreed that the revised hypothesis held up in each case.

That work set the stage for the lesson we taught as part of the Innovation Learning Conference that was designed so that participants could observe the students in action.

A spelling lesson to spark your <imagination>

For the demonstration lesson, Matt and I decided to use [an activity](#) that leads to the construction of a word matrix. It turns out that I used this same activity to challenge the upper grade teachers at the Sofia workshop the previous week!

In this investigation, students start by analyzing the structure of the word <imagine>. Students and teachers use the principles of *scientific inquiry* and knowledge about the *structure and meaning connections in words* to go through a process that can be used to identify members of any morphological family in English. (See steps in box above, right).

When children or teachers work in teams to identify the most

Finish the Word Matrix!

image	ably	line	ate	

After you've identified which of the 20 words below do use the base <image>, build word sums to find affixes needed to build the <image> matrix.

Search Results for "image"
(20 matches)

image	imagined
imagery	imagines
imaging	imagining
imaginable	imagining
imaginary	imaginings
imaginative	imaginings
imaginations	imaginings
imaginably	imaginings
imaginatively	imaginings
imagine	imaginings

2) Use the same process and tools to find a family of words that links these words <choreography, <disruption> and <derivation>. Can you build a matrix on your own?

www.WordWorkKingston.com

Click [here](#) to to download this lesson including an analysis of the “big ideas” about English spelling that can be addressed through this activity.

Steps for identifying members of a morphological family

- Start by analyzing a given word with a word sum to find its base (<imagine> in [this lesson](#)).
- Collect a set of words potentially related to that base. (The [word searcher](#) is a helpful tool.)
- Analyze that set of words with word sums to eliminate false connections and to identify words that could be structurally related.
- Use etymological references (e.g. [etymology on-line](#)) to test that there as well as a possible structural connection, there is also a meaning connection between the proposed base of a word sum and the resulting word. This teaches the key point that [words with the same base must also share a common root origin](#). For example <image> and <imagine> share the Latin root *imago* for ‘image’.
- With completed word sums, students begin the process of constructing a matrix around the common base. (This activity is an introduction to matrix construction, so I provided a partially constructed matrix for the students to complete.)

elegant way to represent the morphological components of a fairly large word family into a word matrix (18 words in this case), interesting questions always present themselves. Children and teachers are eager to investigate such questions when they are the ones who identified the question in the first place, **and** when they have enough background knowledge to know that there is an answer out there to discover.

It was great fun to watch the jaws of conference participants drop at the linguistic expertise these Grade 4 students demonstrated. Students independently used terms such as “morpheme” or “vowel suffix” and “[spelled-out word structure](#)” with ease and accuracy while analyzing the meaning

components in a word like <imagination> and its suffixing changes. Similarly, students were quite happy to apply the newly learned convention that “every spoken vowel needs at least one vowel letter to represent it” to understand which suffix <-es> or <-s> is needed in words like <images> and <imagines>. Can you determine which suffix is needed for which word?

(Note: After considering this lesson on the <image> family, readers may enjoy observing [this one-on-one Skype session](#) with a Grade 2 student who identifies the meaning and structure connection between <image> and <imagination> brilliantly with the help of word sums and a matrix.)

A question from Grade 4 to the WordWorks community

During this demonstration lesson a student asked one of my favourite questions that regularly comes up with this assignment. “Does <imagery> uses an <-ry> or <-ery> suffix?”

With the evidence from a dictionary we showed that both are attested suffixes (<-ry>: <rivalry>, <devilry>; <-ery>: <greenery>, <archery>). I told the class that I was first introduced to the <-ry> suffix by a middle school student in Sumatra through this very same assignment.

What is the most [elegant solution](#) to this question? Just like the Grade 4 students at Nueva, I’ll leave the reader to chew on this one for a while. I sense a good post for [www.realspellers.org](#)!

After the sessions with students, my workshops for parents and another for educators were received enthusiastically as well. Expect to hear about more great learning at The Nueva School as even more classes start diving into scientific investigations of how written words work.

New Teacher Resources & Links Courtesy of the WW Community

In preparation for these workshops I developed a new reference designed to clarify the process of spelling-out word structure with word sums. I cannot over emphasize how important this process is as a learning, teaching and assessment tool.

At the same time, teachers from around the world have been creating and sharing resources with me directly and on [www.realspellers.org](#). Here I will point to some of these resources made by and for teachers who are refining their practice with structured word inquiry.

Spelling-Out Word Structure (Old idea, [new resource!](#))

I have always emphasized the importance of spelling-out word structure with the help of word sums. Over time, however, my

Steps for constructing word sums that include marking and announcing of dropped single, silent <e>s

Step #1: Build left side of word sum.

This written word sum... **please + ure →**

...is written and spelled aloud in groups like this: p--l--ea--s--e-- “plus” --ure “is rewritten as”

Step #2: Say “Check the joins!” and mark changes on left side of word sum.

a) Note that <-ure> is a vowel suffix that replaces the final, single, silent <e> of <-please>.

b) Draw a line through that silent <e> to remind yourself to announce that change when you complete the right side of the word sum.

please~~e~~ + ure →

For suffixing conventions see [Big Suffix Checker](#) and/or [Interactive Suffix Checker](#)

Step #3: Complete right side of word sum, announcing the structure you have represented on left side of word sum.

Spell and write out the result... **please~~e~~ + ure → pleasure**

...in groups like this: p--l--ea--s-- “no <e>” -- “pause” -- ure

[www.WORDWORKSKINGSTON.COM](#)

understanding of the learning that can be gained from this process has only deepened.

At this [link](#) you will find a web page from which you can download a new document helping teachers to learn how to spell-out word sums. Through that link you will also find videos and spelling tasks designed to reveal the importance of the process of spelling-out word structure. Enjoy!

Understanding spelling through high frequency words

Fiona Al Rowaie, literacy coach extraordinaire at Riffa Views International School in Bahrain, has been working on a document to help her teachers use those high frequency words that are usually treated as inert content to memorize, and turn them into generative contexts for making sense of spelling. (See page 1 of that document in the image below.)

Framework for Teaching High Frequency Words through Real Spelling Themes and Structured Word Inquiry
Grade 2

Concept/ theme and Toolkit reference.	Themes linked to Orthographic Phonology										
	Phonology of Vowels Kit KA Writing and recognizing the vowel letters Kit 1G Long and Short Vowels and the single silent e	Single silent e Kit 1G	Graphemes for long ay Kit KJ	Graphemes for long e Kit KF	Graphemes for long o Kit 1L	Graphemes for long u Kit 2G	The grapheme igh. Consonant + igh	Other vowel phonemes	The /y/ convention No English word ends with / Kit 1A The /y/ conventions the full story	The < o > / < u > team relationship Kit 2E page 12	No English word ends with v, use ve instead
do	my	like	day	he	no	you	light	now	my	some	have
he	ten	came	away	me	so	grew	night	how	by	come	give
no	ask	make	they	we	go	new	right	boy	very	mother	live
so	bad	close	rain	be	both	food	door	carry	brother		
me	bus	five	say	been	grow	grew	down	every	other		
we	dad	game	stay	deep	snow	room	good	happy	party		
go	cat	gave	today	each				party			
on	dog	grade	wait	eat				sky			
be	end	hide	way	even				story			
big	fun	home		feel				try			
top	got	same		see							
not	help	take		seen							
am	hid	time		sleep							
day	last	use		teach							
him	let	until		week							
get	away			year							
look	us										
now	ran										
how	run										
sat	tell										
sit											

With Fiona’s kind permission, I’ve placed her work at [this post](#) at Real Spellers. My hope is that teachers will not just draw from Fiona’s work, but collaborate with her by using this as a starting point. She’s provided an excellent framework. If you find ways to revise and/or add to it, please share that with the group in the discussion that follows this original post. I’m pleased to note that this discussion has already begun.

Collaborating with peers at Chapters Workshop in Dubai

I want to add that Fiona Al Rowaie is going with a large team of teachers to the [Chapters International workshop in Dubai](#). This team has been working with WordWorks for years to refine their practice with structured word inquiry at this excellent school. Those who join that workshop will not just be learning from me, but through collaboration with participants with expertise like those from Riffa Views. It’s going to be fun!

Understanding and using the scientific process by studying spelling structure in Sumatra

I am currently in the midst of an on-going consultancy with teachers and students at a school in Sumatra. We are building from their studies of the [United Nations Millennium Goals](#) to design lessons that target orthographic and content area knowledge. I have created [this post on Real Spellers](#) describing our on-going investigations. You will find links to resources teachers can use. Again my hope is that teachers and students around the world use the medium of Real Spellers to collaborate with these Grade 5-8 students learning about the world through spelling.

Grapheme-Phoneme cards from LEX (Gina Cooke)

It has been so valuable to be able to refer to these cards as I prepare lessons and resources. When I run into a word with a

digraph or trigraph and want to double check it, I skim through the cards to test my knowledge. I don't have to look at every card because of how they are organized, but I do need to look through many graphemes as I search for the one I want. Every time I do, I help fix more and more graphemes in my mind. Perfect!



I can imagine many teachers will come up with interesting games they could devise for students with these cards. However, it may be that the most productive use of them is simply as a reliable resource teachers can use as they try to build up their confidence and automaticity with graphemes. For teachers working at spelling out the graphemic structure of bases, these cards will be a great help. Contact [Gina](#) from [LEX](#) to order your set!



Support with structured word inquiry from a fellow teacher
Jen Munnerlyn is an inspirational literacy coach at the [American Community School of Abu Dhabi](#). I encourage you to visit her exceptional teacher blog [Literacybytes](#).

For example, see her October 3rd Word Study Warriors blog post in which she shares and describes videos she captured of structured word inquiry lessons she taught with teachers and students. You will find many other useful posts there as well.

Once again, we see ways this community of learners keeps on growing and creating resources for each other. Jen first ran into

Weekly Word Study Overview #4

Oct 3rd, 2011 by Jen Munnerlyn

WORD STUDY WARRIORS

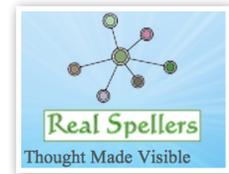
Today I presented another Lunch and Learn around our word study work with **Structured Word Inquiry** and the **Real Spelling** materials. The **video** is available [HERE](#) and **photos of the charts** I created can be found [HERE](#).

I have received positive feedback about these videos. They are a bit of work for me, but the benefits are enough to make me keep at it. Here is my thinking:

structured word inquiry at my first NESAW workshop in Egypt years ago. She has been working full on ever since. Soon I get to go see the fruits of the hard work of Jen and her staff when I go to her school in November!

Real Spellers: Pete's Picks...

The learning at Real Spellers is so impressive that I want to pick a post that grabbed my attention for one reason or another in each Newsletter. You don't need to log in to read posts, but please do so so that you can add your voice to this community.



For my first such pick, go to this [link](#) to follow an amazing discussion of a mother-son team in Ghana. This investigation of the link between the words <hypocrisy> and <hypocrite> provides a new favourite example of inquiry-led learning. Consider the kind of everyday discussions must be feature in this orthographically savvy family.

Happy spelling!

Pete Bowers, Oct. 25
peterbowers1@mac.com

See an important personal message on the following page.

Post Script: WordWorks dealing with family health issues

Many of the WordWorks community know that at the heart of WordWorks is a team of two. Those of you who have attended our Summer Courses know my wife Susan Bowers well from her spectacular meals and conversations at the table. Most of the other work she does to support WordWorks is less visible, but no less critical. Sus dove into Real Spelling with me when I first encountered it teaching in Indonesia. She also studied with me at the Real Spelling residential course in France.

You may also know Sus through her excellent nutritionist website, www.intowellness.ca. Those who have gained from her knowledge and skills as a nutritional counsellor in person or via Skype know what a strong, intelligent, creative and compassionate lady Sus is.

We've recently been hit with the blow that Sus has to take on some serious health concerns. We decided to go public with this information so that those who know her in person or in print can go to [this link](#) for more information. Sus currently feels great and we are going to get through this. Nevertheless, I won't be planning travels in the new year until further notice.

We do want you to know that I will continue to conduct workshops, on-line consultancies and tutoring via Skype. Similarly, Sus will continue her work with her website, newsletters and consulting with clients via Skype.

We'll be back at full force as soon as we can!

Pete & Sus



Integrating Mind, Body and Spirit

Into Wellness

GOALS	APPROACH	WHO BENEFITS
<ul style="list-style-type: none">· providing nutritional support· educating you on current and long standing alternative health options· getting to the root cause of your illness or health concern· helping you achieve ownership of your health· guiding you to the best combination of modalities for health, inside and out	<ul style="list-style-type: none">· identifying imbalances through confidential questionnaires and through one on one dialogue· using natural food, supplements and lifestyle adjustments suited to your current needs· giving you tools to heal yourself by finding and righting imbalances in body, mind and spirit· working in conjunction with conventional medicine and respecting the work of your health care practitioners	<ul style="list-style-type: none">· recently discharged patients· children· seniors· pre or post natal women· pre or post surgery patients· anyone of any age who requires guidance to wellness and peace of mind

Click [here](#) for Sus' Nutrition website "Into Wellness."

Click [here](#) for access to her exceptional free newsletters with recipes links, book reviews, current events etc.

Email [Sus](#) if you are curious about a nutritional consult via Skype.



For more on what we are taking on click [here](#).