



Buzz Words Procedure

For Partially Decodable High-Frequency Words

1. Say the word.
2. Give an example sentence or two (connect prior knowledge).
3. Repeat word, segment, and count sounds (use tiles, counters, fingers, taps, etc.).
4. Display # of sounds with blank spaces or squares (whiteboard, chalkboard, smartboard, document camera, etc.).
5. Review the decodable parts first, and using positional language (1st sound, 3rd sound, middle sound, last sound, etc.), ask students to help you link the sounds to letters.
 - **Example:** "The first sound is /a/. How do we spell the sound /a/? Right! We spell the /a/ sound with the letter a."
 - Write out the decodable parts only. Say, "We can read these parts by using the letter & sound pairs that we already know."
6. Point to the location of the tricky part and refer to it's position (2nd sound, middle sound, last sound, etc.) in the word.
 - Say, "The [name the position] sound is the tricky / sticky part!"
 - **Example:** "The 2nd sound is the tricky / sticky part!"
7. Write in the tricky part. Draw Bumble (an oval with a stinger pointed up, dot for eye, and heart for wings) under the tricky part and/or draw a flower around the tricky part.
8. Say the word and then point to the graphemes (letters) as you sound them out.
 - Repeat the tricky part (step 6).
 - Run your finger under the word (from left to right) as you repeat the whole word.
 - Ask, "Can you say the word and repeat those sounds with me? Point your finger straight out, moving from left to right for each sound. When you hear the tricky sound, point your finger straight up, like Bumble's stinger! Then we will underline the word in the air as we repeat the whole word."
9. Say, "This is how we spell the word____." Point to each grapheme as you say the name of each letter.
 - Ask, "How do we spell the word __? Great job!"
10. **Optional:** Depending on needs and readiness levels, students can follow along with:
 - Counters only
 - Sound boxes and counters
 - Sound boxes, counters, and write in the graphemes
 - Making their own notecards of the word(s) and draw bumble and/or a flower around the tricky part(s)

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Phonics Shed

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Learn to Draw Bumble

