

MIOOW

Magic 100 Words

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Learning Centres Resource

Reading & Writing Skills

Marcello Renter

The Magic 100 Words
make up on average
one half of the words
used in reading

Learning to
Read While
Having Fun
is

MAGIC!

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This manual, and the
Magic 100 Word Playing Card
promote learning of the words quickly
and easily while having fun!



Dedicated to:

Colin, Dermot, Barnaby and Grace.

Acknowledgements:

To all the students, teachers, parents, colleagues, friends and family whose wisdom illuminates and inspires my learning.

— Marcella



Learning Centres Resource

by Marcella Reiter



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Introduction

MIOOW® – Magic 100 Words Resources

This manual, together with the MIOOW® – Magic 100 Words Playing Cards – is designed to rapidly improve children's recognition and processing of the important words in reading and writing. Through the fun and interaction of accelerated learning, reading, fluency and comprehension skills are greatly enhanced. Rapidly increasing the number of exposures to these words promotes easy recall and storage in long-term memory.

Research

In English, there are 100 frequently occurring words that make up, on average, half the words found in reading and writing (Davidson and Wicking, 1994). MIOOW® is the acronym for Magic 100 Words. The Magic 100 Words (Magic Words®) literacy activities and games promote automaticity, that is the instant recognition and processing of words. This significantly improves reading fluency and flexibility. Mastering half the words used in reading and writing makes the task of reading and writing "magically" easier.

Every language has a group of common words which are in constant use. They make up the framework of the language – the essential structure which helps you to read other words ... These words are called Basic Sight Words because they must be known at sight – instantly ... They provide the framework from which other words in the sentence can be worked out, using context clues. (Andrew, 1997)

Extensive and automatic word knowledge frees fluent readers to focus on the meaning of what they read rather than stopping to work out unfamiliar words. (Perfetti, 1985)

Fluent readers read at a speed and ease that promotes intonation and expression. There appears to be a strong correlation between reading speed and reading accuracy. An ever-increasing core of automatic words helps children become fluent and flexible readers. (Pinnell and Fountas, 1998)

Studies have shown that early literacy attainment correlates highly with positive long-term academic and life outcomes. Indeed, the development of reading competency greatly strengthens self-esteem.

As there is a narrow window of opportunity in the early years of schooling to develop life-long readers, it is crucial that children are given every chance to master the complex task of reading.

Being able to read many words automatically by sight contributes massively to fluent reading

Automaticity and Comprehension

The Magic Words® literacy activities and educational card games promote automaticity, which significantly increases reading fluency, flexibility and comprehension.

One essential component of speed and automaticity in reading is an extensive vocabulary of words recognised instantly by sight. These words are often referred to as "sight words" or "sight vocabulary". Being able to read many words automatically by sight contributes massively to fluent reading and is the most efficient way to unlock the meaning of any text. (Westwood 2001)

Studies worldwide consistently highlight the link between a continuously increasing bank of

automatic sight words and improved comprehension. The employment of Magic Words® strategies provides teachers and parents with an explicit and systematic approach to ensure that these essential words are mastered.

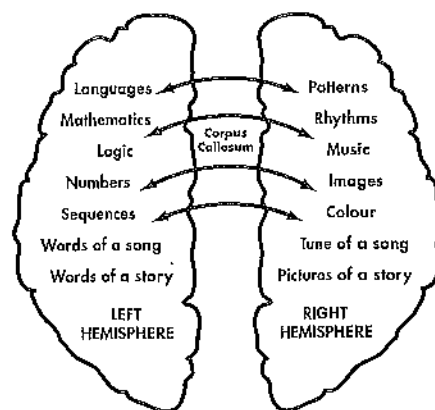
Brain Research

The brain is physically divided in two – the left and right hemispheres. These hemispheres are connected by a network of nerves known as the corpus callosum.

The left hemisphere is understood to control, among other things, language, speaking, writing, mathematical processes, logical thought, sequencing and the function of analysis, while the right hemisphere concentrates mainly on creativity, music, imagination, spatial patterns, colour

recognition and sees the whole picture. Engaging both hemispheres of the brain simultaneously has been shown to

greatly accelerate learning. The Magic Words® playing cards and literacy resources have been intentionally designed to make maximum use of words and colour to engage both hemispheres of the brain (language – left, colour – right), thus accelerating the mastery of these most important words.



Memory

Long-term memory, working memory and how people learn are part of the exciting discoveries of cognitive psychology. An important element of learning to read and write is actually remembering how words look and being able to recognise and recall them with ease.

Think of the effort and concentration involved as young children learn to tie shoelaces, a task which is initially all consuming. In the beginning, it takes their entire attention and even the slightest distraction interrupts and overloads their thinking. As they do it again and again, the steps in the process become integrated into one skill. Eventually, the task becomes part of long-term memory and they are able to do up laces easily and automatically, even while talking to others or focusing on other things.

Storing the frequently used words in long-term memory, so that they become automatic, greatly enhances a child's ability to read and write fluently. As fluency increases, so does comprehension. As reading for meaning becomes easier, the complex task of learning to read becomes enjoyable, meaningful and worthwhile.

Recognition and Retrieval

Learning to recognise a word is a necessary initial step before being able to retrieve a word for use when writing.

It is important to understand that there are two distinct stages in successfully learning to store and retrieve a word from long-term memory. The first stage is successful when a child can discriminate visually among the different words presented in a group or list and can point correctly to the target word when the teacher pronounces it. This stage uses recognition and involves the relatively easy matching of an auditory stimulus to the visual symbol. The second and much more demanding stage requires ... retrieval of the word and its pronunciation from one's own memory. (Westwood, 2001)

Literacy activities in this manual, such as *Magic Memory* and *Wizards and Lizards*, are ideal recognition games to employ before moving onto more complex retrieval activities such as *Beat the Clock*, *Wish* and finally the challenge of writing.

Learning Rates

The effectiveness of *Magic Words*® results, in part, from its acknowledgment of the fundamental differences in how people learn.

Essentially, we all move along the road of learning at different speeds. Teachers and parents intuitively know this from their own experience and from observations of their children. The same can be said of reading rates. Some children master a new word in just a few exposures, while others may need to see a new word hundreds of times before they can say, read and write it competently.

Learning Styles

From a very early age, people develop preferred ways of learning. Many of those children who do not succeed at school have learning styles that are not easily catered for by traditional teaching methods.

Teachers who are aware of the different learning styles incorporate into their practice a variety of techniques, activities and resources to ensure the best learning conditions for all the children in their class. (See Literacy Centre Resources on page 8.)

The most fundamental styles in learning are **Visual**, **Auditory** and **Kinaesthetic**.

Visual learners tend to prefer learning through seeing things. They like to read, take notes, and use diagrams and mind maps. Pictorial clues and instructions are a preferred way of receiving and expressing information. For them to learn new words, it is best that they are presented in written form, preferably in colour. They can visualise the words in their mind.

The coloured *Magic Words*® playing cards together with games such as *Magic Memory*, *Guess What Word* and *Alphabet Euchre*, are highly supportive of this learning style.

Auditory learners enjoy listening and talking. They learn best through lectures, talks and audio media. They are good at giving and receiving verbal instructions and often learn through self-talk.

Hearing how a new word sounds, syllabification, sounding, "stretching out" and hearing words in context assists auditory learners. They enjoy games such as *Wish*, *Sentence Building* and *Wordlin's*® *Word*, where the words are called and spoken.

Kinaesthetic and haptic learners tend to learn through their senses using movement and action.

They like to move around, pace while they are thinking, and learn through doing. In learning a new word, they are greatly assisted by "feeling" the word – for example, by making it with playdough or clay, writing it in a tray of sand, glitter or other impressionable material, tracing it onto textural material like sandpaper or silk, having it traced onto their back or tracing it onto someone else's. They may also learn by selecting the set of letters from a 'Feel Bag' or making it with magnetic letters on a board. Computer activities such as typing out focus words, varying the font and colouring the word are also useful.

The combination of touching and manipulating the *Magic Words*® playing cards is of great value to kinaesthetic learners as they are physically involved in the activities. These learners delight in games such as *Wizards and Lizards*,

Wild Word and in performing Magic Tricks.

Clearly, the more senses engaged during learning, the better the memory storage. Teachers who present material in lots of different ways are more likely to cater to individual learning styles and to rapidly improve each child's learning.

***"I hear and I forget,
I see and I remember,
I do and I understand."***
— Ancient Chinese Proverb

Learning Centres and Literacy Activities

Philosophy

The Magic Words® activities assist teachers and students to integrate mastering the 100 most frequently used words, as they are encountered in childrens' reading, through practical, highly focused activities that can be easily used with the whole class, small groups or individuals.

Creating successful Learning Centres means providing optimal learning experiences. This involves understanding the following principles which support students to become LITERATE:

Learner-centred

Learner-centred teaching builds upon each child's knowledge, skills and abilities in clear, concise and sequential stages. It requires targeted, explicit, systematic teaching that moves children from the known to the unknown in achievable, successful steps.

Immersion

Immersing children in a wealth of printed material is vital—books, magazines, newspapers, advertising brochures, charts, labels, lists, wordwalls, menus, songs and noticeboards. Students also benefit when the classroom features lots of samples of printed material based on their own shared experiences and interests.

Teaching Explicitly

Teaching explicitly the skills and concepts of reading and writing that must be mastered is an integral part of the process. Successful programs incorporate oral language, reading to children, language experience, guided reading, modelled reading, shared books, reciprocal teaching, shared writing, interactive writing, modelled writing, independent writing and guided writing.

Expectations

Expectations, either high or low, have a powerful effect upon learning. Every child needs positive, encouraging messages that they will succeed, as well as small, achievable tasks that reinforce and promote confidence.

Responsibility

Responsibility and independence are essential to motivated, life-long learners. Learning Centres encourage self-reliance which helps instill confidence in one's own abilities.

Authentic Practice

Authentic and purposeful activities provide real and appropriate ways to practice new skills. A rich, diverse range of tasks greatly enhances learning outcomes.

Trial and Error

Trial and error provides useful learning experiences as children reflect upon mistakes and develop strategies to overcome them. Risk-taking is an important part of literacy development.

Evaluation

Evaluation and ongoing feedback empower learners towards improvement and the establishment of new goals.

Learning Centres

Learning Centres provide the opportunity for teachers to target work activities to the individual needs of students at various levels within the one class or group.

MIOOW® Magic 100 Words – Learning Centres Resource is designed to reinforce, consolidate and extend mastery of the Magic 100 Words within the literacy program.

It is recommended that teachers using the Magic Words® resources begin by assessing each child. Through a combination of recording a child's reading on a Running Record, observations during guided-reading, and administering the Magic 100 Words Recognition Test, a child's skill level can be ascertained.

The determination of this level then establishes the starting point from which teaching priorities may be decided. Ideally, words are selected from a child's current reading material. Choose around nine familiar words together with about three words with which the child is unfamiliar or hesitant. These 12 words then form the basis from which the card games can be played and from which literacy activities may be generated. (Beginners may start with just two or three words from a familiar or shared book, eg. I like ... or I can look.) Once total familiarity with the new words is achieved, remove three (initially) familiar words and then add a further three unfamiliar words.

The capacity to cope with new words will vary between children, therefore the number introduced in each learning cycle must be individually tailored by the teacher, to ensure that a child's optimal learning rate is not overloaded.



**The Magic 100 Words form a nucleus
that can explode into thousands
of additional words.**

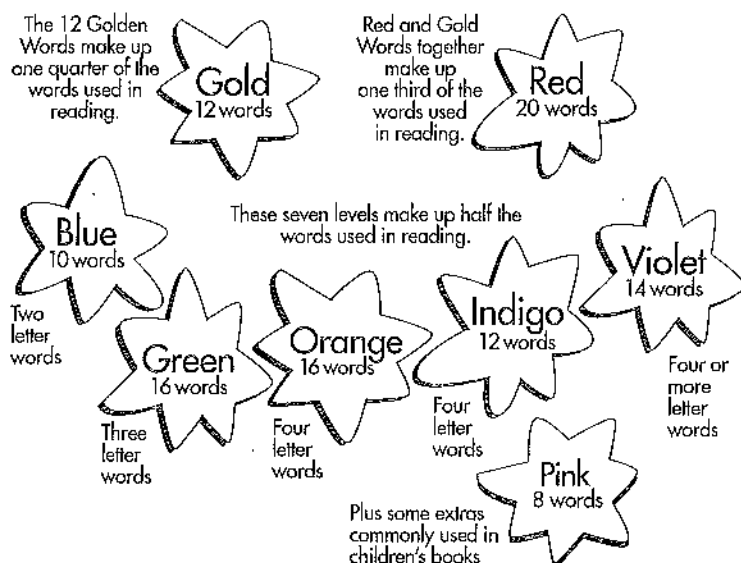
The card games and literacy activities support the learning of sounds and patterns in words. As children transfer their knowledge of words and parts of words to form new words, they exponentially increase their word knowledge and reading skills.

Making Learning Centres

The Magic Words® Literacy Activities are designed to be:

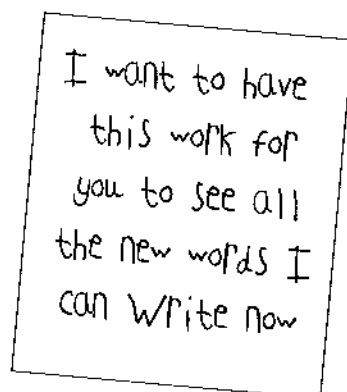
- Photocopied onto coloured paper or card appropriate to each of the coloured levels.
- Laminated for durability and longevity.
- Cut-out; assembled and folded as described.
- Stored in plastic pockets, freezer bags, tubs or plastic containers.
- Labelled for ease of identification and re-use.

Magic 100 Words Levels



Assessment, Recording & Reporting

The Magic Words® Recognition Test, Writing Error Analysis and Record Forms can be copied onto white copy paper, completed and kept in each student's portfolio. They can then be used for reporting, evaluation and planning. Many teachers keep student portfolios which demonstrate each student's learning and achievements. Students and teachers select pieces of work that illustrate progress, increased knowledge, new skills and enhanced learning. Students should be encouraged to reflect upon and record insights about selected pieces of work.



Parents

It is important to encourage parents to be involved in their children's literacy development. At home parents can read to and with their children daily. Reading to children regularly and discussing what has been read, greatly enhances a child's oral language and comprehension skills. Also, many schools have a team of dedicated parents and friends who are willing to assist. They can copy, laminate and prepare the activities for classroom use; assist with the organisation and implementation of literacy activities in the classroom; and reinforce and consolidate the activities at home with their children.

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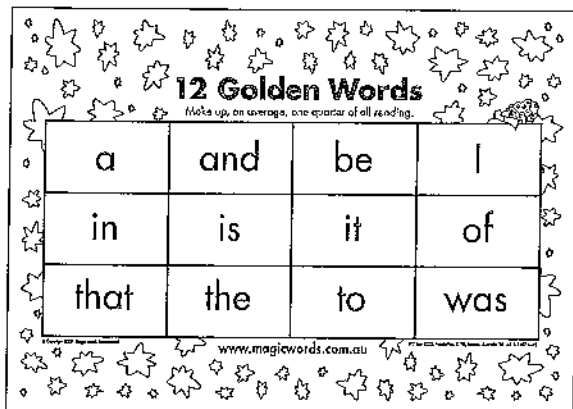
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Making the Most of Magic Words®

Level Placemats

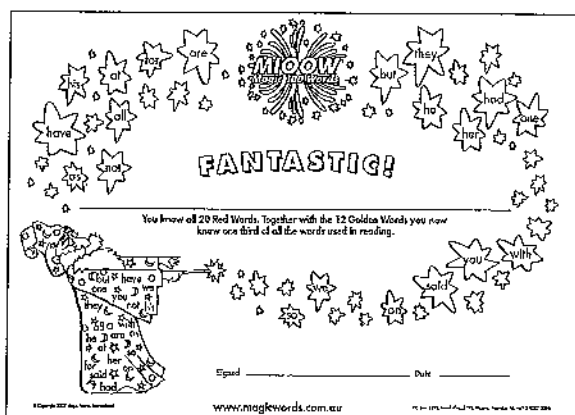
The level placemats can be used in a number of ways:

- As a Bingo game, where the teacher or small group leader either calls the word from the Magic Words® Playing Cards, or, for beginners, displays the card allowing the child to match the word on their placemat.
- Matching activities can be made by copying the placemat twice and cutting out the words from one placemat for sorting and matching on the other.
- For both school and home, so that the child is constantly being exposed to the set of words they are learning.



Certificates

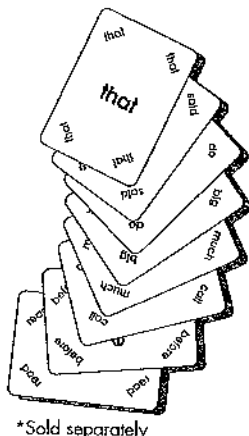
A certificate is provided for each level to celebrate the recognition of the words in that level. The child should be awarded the certificate as soon as he or she is able to name each of the words in the level. The words are printed on the certificate, providing further reinforcement.



Playing Cards - Games and Activities

Magic Words® Playing Cards* are used in a variety of literacy activities to reinforce, revise and consolidate literacy concepts, according to the individual needs and learning styles of each child.

Pages 25-29 provide additional games to those in the Magic Words® Playing Cards Instruction Booklet.



*Sold separately

A take home Magic Words® Box is an enjoyable way to promote the reinforcement and consolidation of the words at home. Children can select their favourite Magic Words® playing cards to take home in the box and play with family and friends.

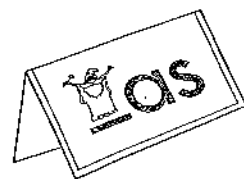
Sorting Activities

These activities have been designed to encourage children to focus on the particular patterns and features of words using the Magic Words® Playing Cards:

- Words that begin with a vowel or a consonant.
- Number of letters in each word (1-6 letters).
- Tricky Words to Spell and Easy Words to Spell.
- Words in Words.

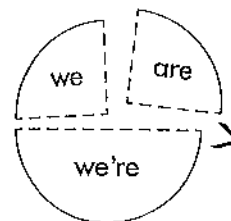
Words in Words

Word cards are folded so children can see the small words contained within larger words. The reverse side allows for self-correction.



Contractions

This encourages children to sort and match the two words with their corresponding contraction. Extension activities may include looking for contractions in text, putting them in sentences, stories or poems, and taking part in various oral activities.



Wizards and Lizards

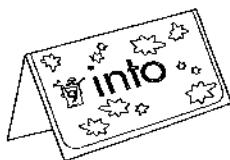


This board and dice game allows children ample opportunity to see, say and hear the words. Extension activities may involve naming the words upon which they land, saying each word along the way, or putting the words into a sentence when students land on a word square.



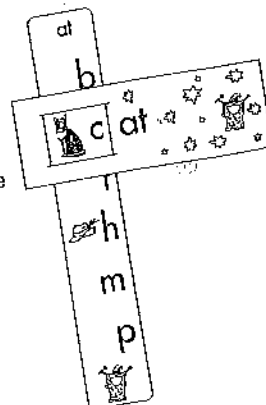
Jumble Placecards

The cards are folded to stand like a placecard with the large, bold word facing the student. Using only the letters in the word, students create as many words as possible. Inside Wordlin's® cape there is a clue as to how many words might be found!



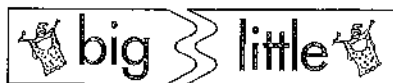
Word-Slides for Onset and Rime

The Word-Slides provide a large number of activities for onset and rime. These activities are an excellent way to increase a child's word knowledge and the ability to "make and break" words. The initial sound is put with a constant rime to create new words, for example: at, bat, cat, fat, hat, mat, pat, rat, sat, brat, chat, flat, that.



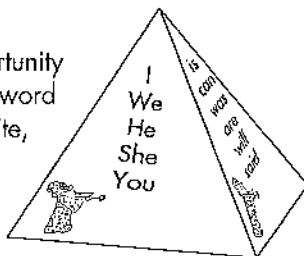
Sort and Say, Homophones, Opposites

These activities can be used for *Sort and Say*, *Matching*, *Magic Memory*, *Dictionary Definitions*, *Writing Activities* and various *Word Study Activities*.

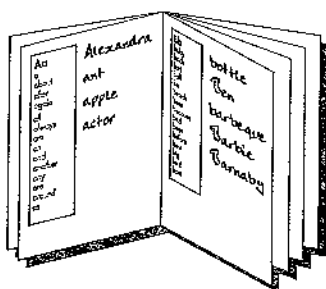


Sentence Pyramid

The pyramids provide the opportunity to make a vast number of three-word sentences. Students can say, write, act out and illustrate; or find as many sentences as possible in a given time.



Personal Dictionary



These word strips may be used in a word study book, in a personal dictionary, or to form the basis of a spelling checklist. They assist students in developing dictionary skills and are one of the best aids to

discovering the spelling of words they want to write. These strips encompass the most frequently used word lists from many of the commonly used sources.

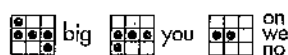
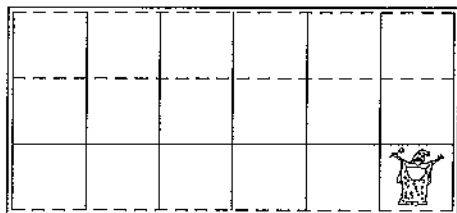
Templates

Letter to Wordlin®

This activity provides an opportunity to introduce another writing genre. Children enjoy writing letters and receiving replies.

Wordshape Templates

These templates encourage children to look at the shape of words and to support letter placement, size and formation when learning to write words.



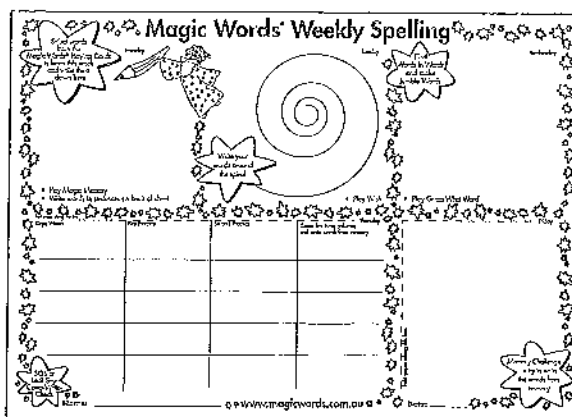
Taskboard Templates

Teachers can use these templates daily, on their taskboards, to cue children to appropriate learning centre activities.



Magic Words® Weekly Spelling

This sheet features a variety of activities to be covered over a week to learn a particular set of words that a student wishes to master.



Student Profile

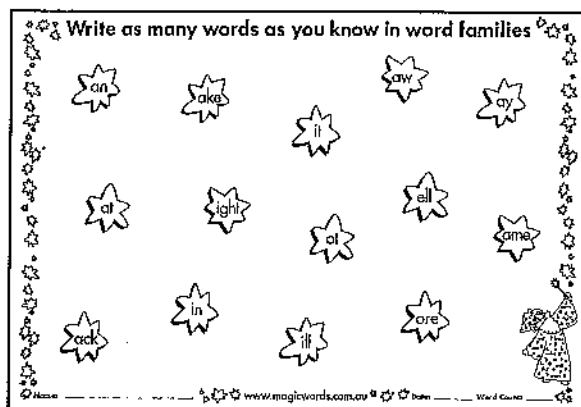
Teachers may wish to keep some of these sheets in each child's portfolio of work as samples for planning, evaluation and reporting.

Wordlin's® Word Party

This task allows children to write as many words as they know and record their increasing bank of written words.

Word Families

This involves recognising patterns in familiar words to make new words. Using orthographic analogies and onset and rime, children can say, write and read many new words with this sheet. All the patterns included are from the list of dependable rimes.



Magic 100 Words Recognition Test

An individually administered test to record a child's knowledge of the most frequently used 100 words. Instructions, test sheet and record forms are all provided to assist with recording, evaluation and planning.

Writing Error Analysis Record Form

Formally analysing a child's spelling errors regularly, provides valuable information about his/her knowledge of the phoneme-grapheme system. Select one or more writing samples that have been re-read and edited by the child. Record the information on the Writing Error Analysis record form, prioritise subsequent teaching foci and store in a portfolio for further planning, evaluation of progress and reporting.

Magic 100 Words Record Forms

Record-keeping forms are provided to assist teachers to keep an accurate record of individual progress and class results.

Learning Materials and Games

Alphabet letters, tiles and blocks, alphabet stamps

Books – picture books, library books, novels, class made books and student's books

Note pads, paper, jotters

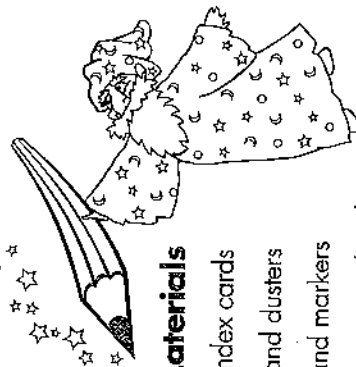
Stickers, transfers, glitter, tape, staplers, hole punch, string, glue, glitter glue

Magnetic letters – upper and lower case, lots of colours, different sizes and styles

Baking trays or metal boards for magnetic letter activities

Word Games – Magic 100 Words and More Magic Words® Playing Cards, Flash Cards, Scrabble, Boggle, Up Words

Pictures from magazines, brochures and pamphlets to describe, sort and classify and write about



Writing Materials

Paper, card, index cards

Chalkboards and dusters

Whiteboards and markers

Writing books for secretarial and authorial work

Spiral pads, bulky pads, scrap books, notepads, "Post-it" notepads – all sizes, shapes and colours

Coloured pens, pens, highlight markers, fluorescent pens, rainbow pencils (single multi-coloured pencils) crayons, glitter crayons, writing pencils

Literacy Centre Resources

Word Study Resources

Atlases, dictionaries, directories, picture dictionaries, thesauruses

Personal dictionaries for recording personal word lists

Word Wall – blank cards or stars to add to words on the wall

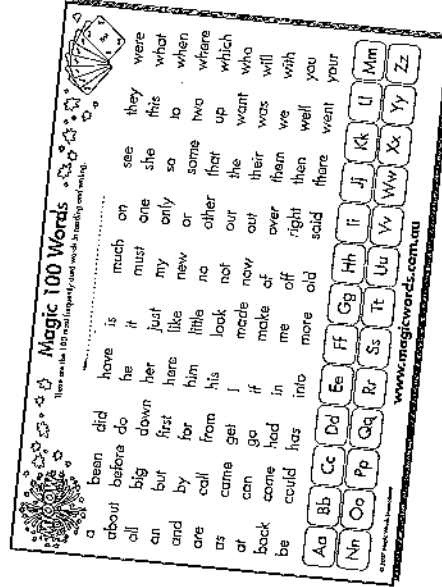
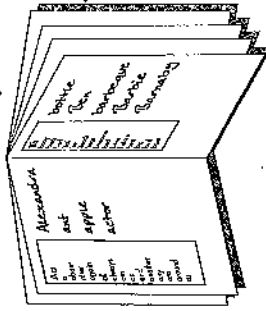
Word Family charts

Magic Words® Deskmat for each student

Word mobiles

Handwriting charts to reinforce letter formation

Storage items – freezer bags, Click Zip Snap bags, plastic containers, cardboard boxes, plastic tubs



Teacher Resources

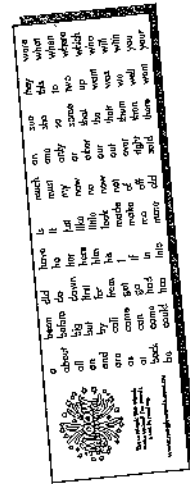
Several good quality Word Study teachers' manuals and classroom activity books

Word lists – alphabetical, high frequency, blends, phonograms, diphthongs

Student profile information

– first drafts of writing, conference notes, individual index cards to record information, Magic 100 Words Recognition Tests

Checklists of letters and sounds, high frequency words, phonograms, etc.



Reading Materials

Books – picture books, encyclopedias, factual texts, biographies, library books, novels, class made books and students' books

Magazines, flyers, junk mail, brochures, newspapers

Poems, posters, signs, word mobiles, Word Walls

MIOOW
Magic 100 Words

Magic 100 Words

12 Golden Words make up, on average, one quarter of all reading:

Gold

a in that and is the be it to I of was

20 Red Words together with the above 12 Golden Words (32 words) make up, on average, one third of all reading:

Red

all for his so are had not they as have on we at he one with but her said you

The following 68 words – Blue, Green, Orange, Indigo and Violet Words, together with the above 32 words (100 words) make up, on average, one half of all reading:

Blue

an by do go if me my no or up

Green

big can did get has him new now off old our out see she two who

Orange

back been came down from into just like made much over them this well went when

Indigo

call come here make must only some then were what will your

Violet

about before could first little look more other right their there want where which



Magic 100 Words
Playing Cards

www.magicwords.com.au

12 Golden Words

Make up, on average, one quarter of all reading.

a	and	be	I
in	is	it	of
that	the	to	was

Red Words

Together with the 12 Golden Words (32 words) make up, on average, one third of all reading.

all

are

as

at

but

for

had

have

he

her

his

not

on

one

said

so

they

we

with

you

Blue Words

an

by

do

go

if

me

my

no

or

up

Green Words

big

can

did

get

has

him

new

now

off

old

our

out

see

she

two

who

Orange Words

back

been

came

down

from

into

just

like

made

much

over

them

this

well

went

when

Indigo Words

call

come

here

make

must

only

some

then

were

what

will

your

Violet Words

These words together with the other levels, make up, on average, one half of all reading.

about

before

could

first

little

look

more

other

right

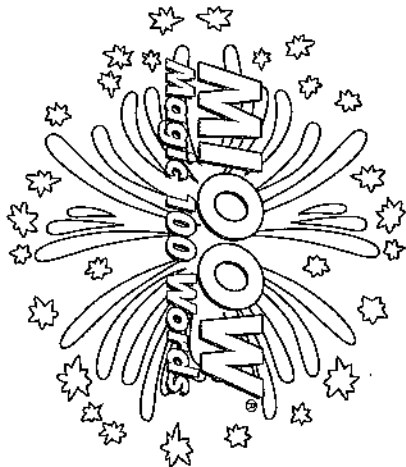
their

there

want

where

which



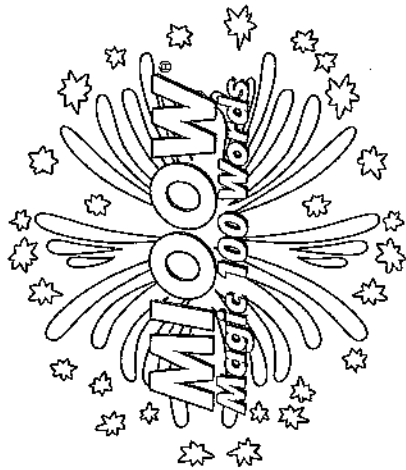
CONGRATULATIONS!

You know the 12 Golden Words which make up, on average, one quarter of the words used in reading.



Signed _____

Date _____



are

for

at

his

all

have

not

as

they

but

he

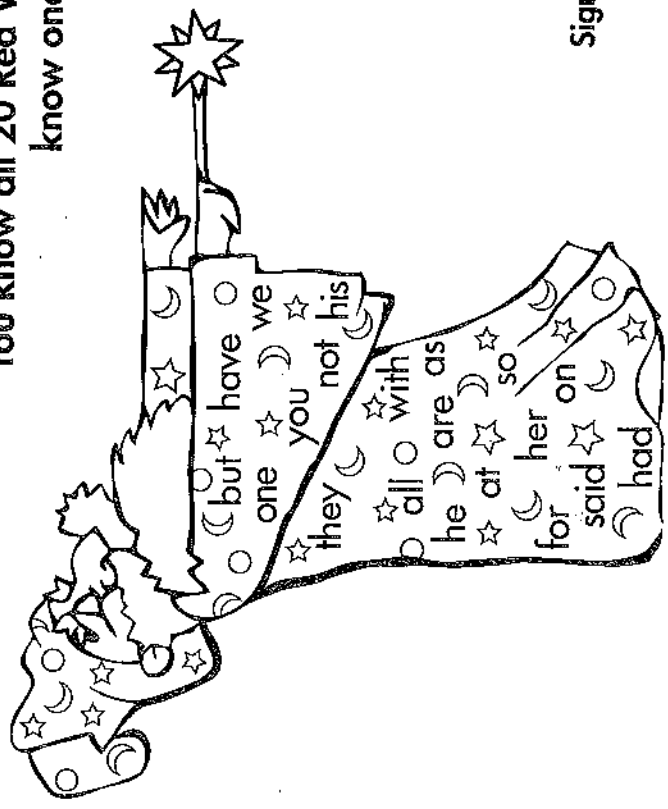
had

her

one

FANTASTIC!

You know all 20 Red Words. Together with the 12 Golden Words you now know one third of all the words used in reading.



with

you

said

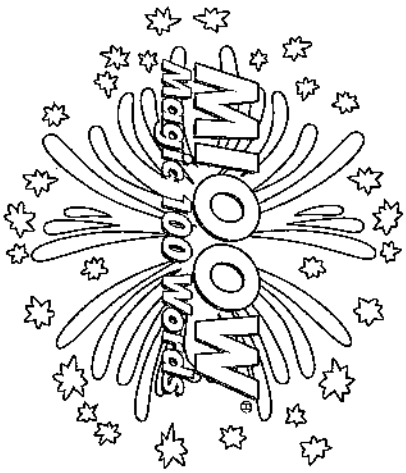
on

we

so

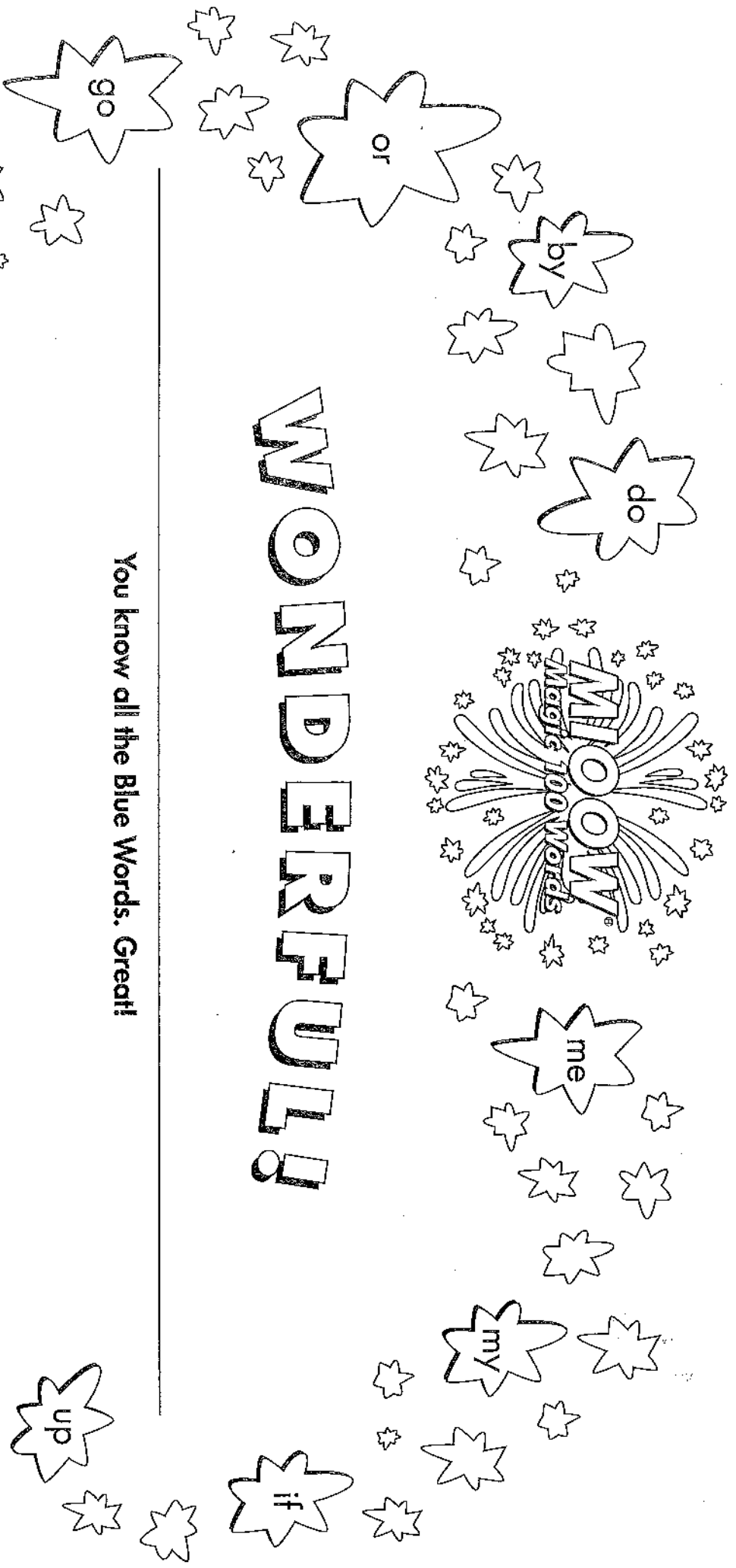
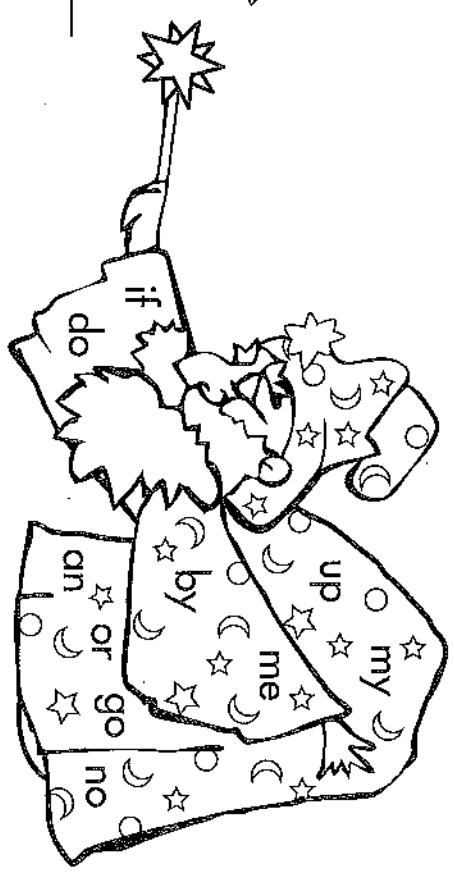
Signed _____

Date _____

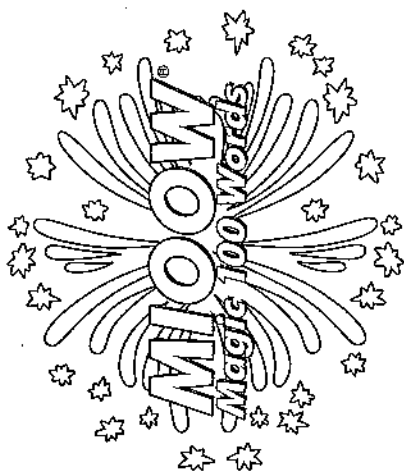


WONDERFUL!

You know all the Blue Words. Great!



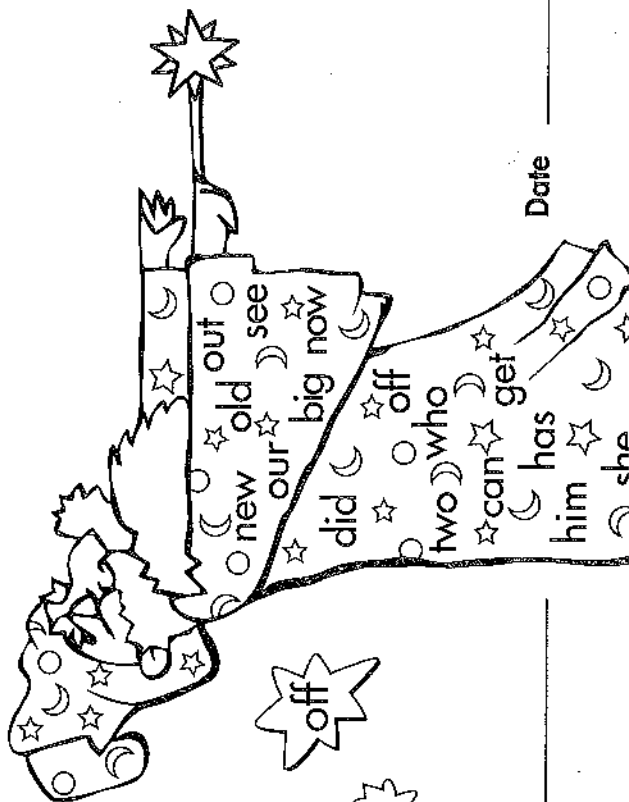
Signed _____ Date _____



FABULOUS!

she out now two new has him get big who our can

You know all the Green Words. Good Work!



can

did

old

off

see

now

out

she

two

new

has

him

get

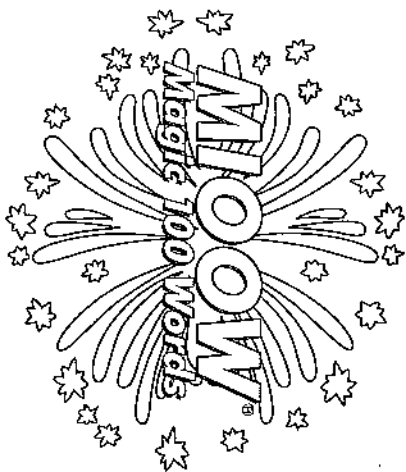
big

who

our

Signed _____

Date _____

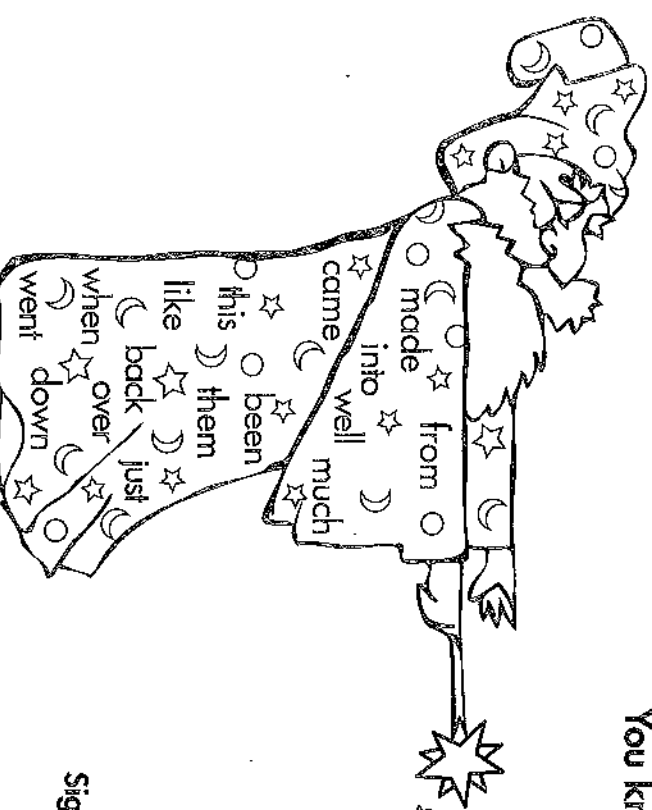


just
been
back
came
down
into

TERRIFIQ!

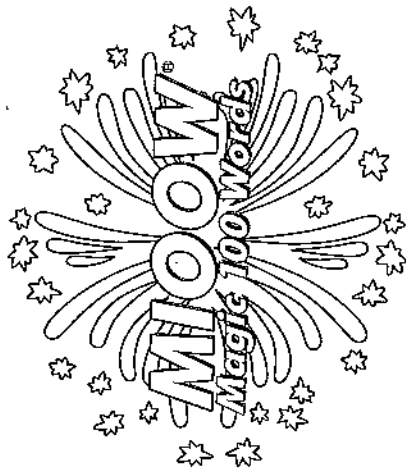
You know all the Orange Words. Fabulous!

like
made
over
much
this



from
them
when
went
well

Signed _____ Date _____



here

your

come

make

call

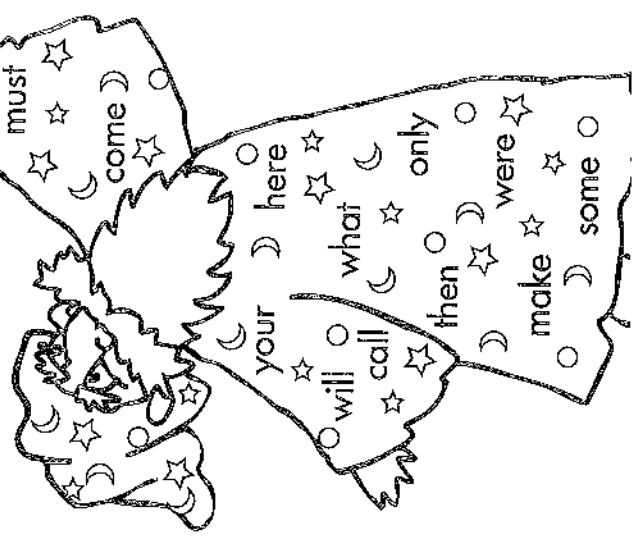
only

must

what

EXCELLENT!

You know all the Indigo Words. Terrific!



some

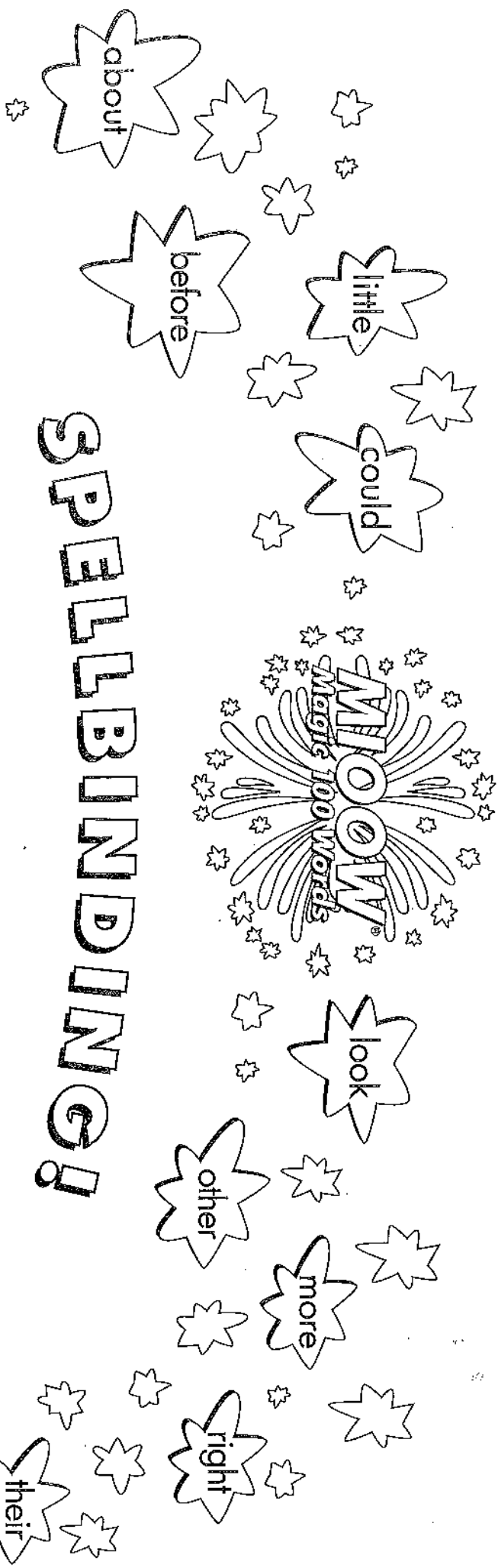
then

were

will

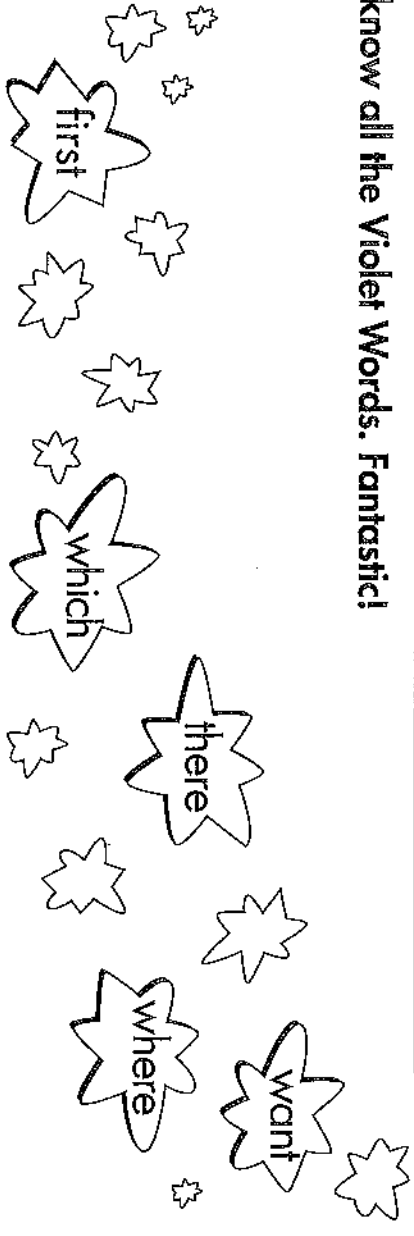
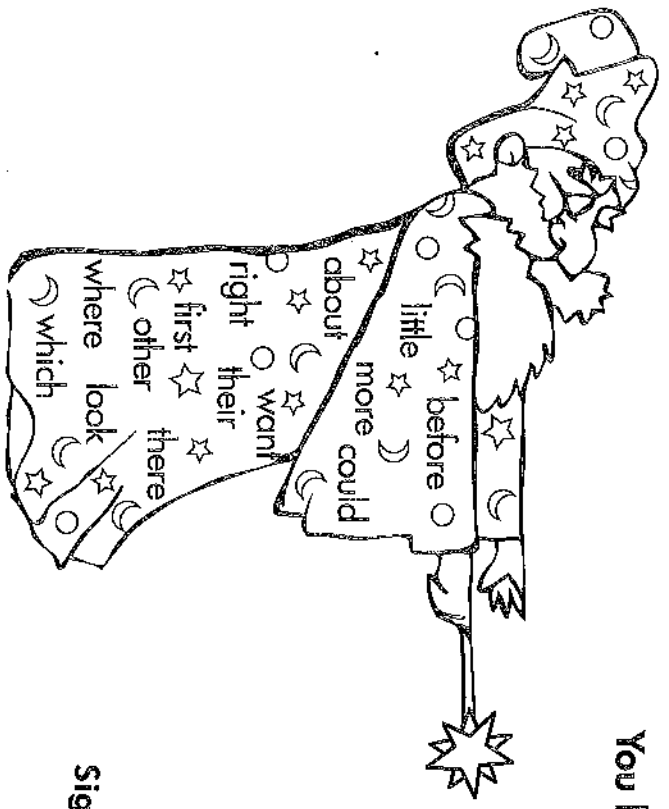
Signed _____

Date _____



SPELLBINDING!

You know all the Violet Words. Fantastic!



Signed _____ Date _____

MIOOW®

Magic 100 Words

**Congratulations, you have mastered
the Magic 100 Words!**

The Magic 100 Words make up, on average, one half of all reading.

Signed _____

Date _____



Magic Memory

Players – 1 or more.

Cards – 6 or more pairs.
(3 pairs for beginners)



- Start by placing the well-shuffled pairs in neat rows and columns, face down on a table.
- Play begins with one player turning over two cards and naming them.
- If a pair is turned over, the player keeps the pair and has another turn.
- If no match is made, turn the cards back down and the next player can turn over two cards.
- Play continues with each player in turn naming two cards in search of matching pairs. An extra turn is given each time a player has successfully used their "Magic Memory" to find a pair.
- Play continues until all the cards are paired.
- The winner is the player with the most number of pairs at the end of the game.



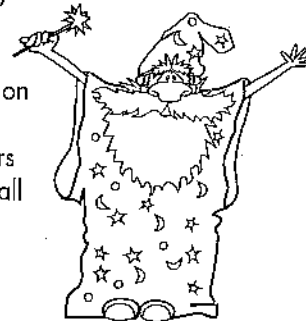
Wild Word

Players – 3 or more.

Cards – 5 pairs per player and 1 unpaired card, the "Wild Word".



- Start by dealing five cards to each player from a well-shuffled set. Remaining cards are placed face down in the centre to form the pile.
- Each player checks their hand for pairs placing them face-up on the table. Additional cards are taken from the pile to ensure each player begins with five cards.
- Play begins when one player selects a card from the hidden hand of the player to their right. If this creates a pair, the player places the pair on the table and selects an extra card from the pile.
- If no pair is made, the player places the card in their hand. They then hold the hand ready for the player on their left to select a card.
- Play continues, with players who still have cards, until all the cards are paired.
- The loser is the player left with the "Wild Word".



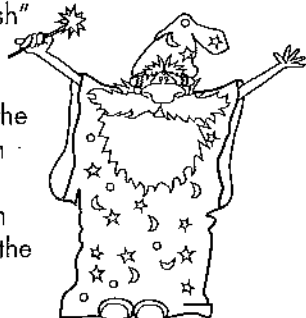
Wish

Players – 2 or more.

Cards – 10 or more pairs, depending on the number of players and skill level.



- Start by dealing five cards to each player (three cards for beginners).
- Remaining cards are placed face down in the middle of the players to form a stockpile known as the "Wish" pile.
- Play begins with one player saying to the group
"I wish, I wish _____ was here"
naming a card in their hand
I wish, I wish _____ would appear"
same card
- If another player has the named card, it must be handed over to the requesting player, to form a pair.
- If no player can supply the named card, the player takes a "Wish" by picking up an extra card from the "Wish" pile.
- All pairs are removed from the players hands and placed in front of them face-up.
- The winner is the player with the most number of pairs at the end of the game.

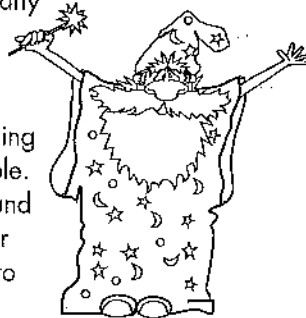


Magic Word Trick

Magician and Audience.



- The Magician selects a set of cards approximately 10 to 50, including only one pair.
- The Magician must split the pair, placing one on top of the pile and the other on the bottom of the pile before beginning.
- The Magician then asks a person in his audience to split the pile and show the audience a card from the middle of the pile. The Magician must not see the card.
- The Magician then asks that the card be placed face down on top of the top half of the split pile. The Magician then carefully places the bottom half on top of the pile.
- The Magic Word is now between the pair.
- The Magician can then use any form of showmanship, like saying some magic words, shouting Magic Words® or waving a wand before fanning the cards face up on the table. The Magic Word will be found between the Magician's pair and can then be presented to the audience.



Mystery Messages

- Take each word in a given set of Magic Words® cards and write a Mystery Message for each of the words.
- Some examples are below:

I have 4 letters and a **hat**: _ _ _ _

I have 4 letters and a **hen**: _ _ _ _

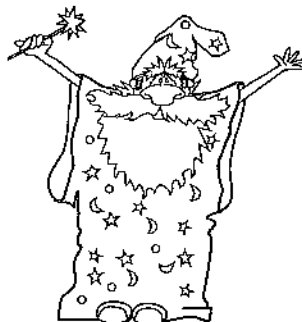
Add **t** and **he**: _ _ _

Add **th** and **y**: _ _ _ _

Take the **j** off **just** and put in **m**: _ _ _ _

Take the **m** off **my** and put in **b**: _ _

- See if a partner can solve the Mystery Messages.



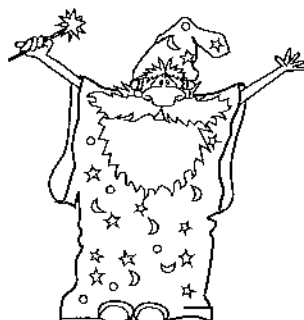
Cloze

- Choose 10 of the Magic Words® that are being learnt.
- Put each word into an interesting sentence but leave a space or line in the place of the each of the 10 words.
- Read the sentences, saying the missing word.
- Ask a partner to try to read the sentences, filling in the missing word.



Paragraph

- Write a paragraph using 10 of the Magic Words®. Each of the words must be written in coloured pencil. The sentences must all be linked to the theme of the paragraph and must make sense.
- Read the paragraph to a partner.



Wandering Words

- Select a set of Magic Words® to practise writing.
- Sketch a shape and write the words end-to-end over the shape.



with you they are all one
with you they are all one
with you they are all one
with you they are all one
with you they are all one
with you they are all one



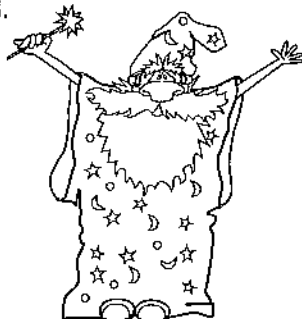
Alphabet Euchre

Players – 2 or more.

Cards – any number of unpaired cards according to the number of players and skill level.



- Start by dealing five cards to each player.
- Play begins with a player placing one card face up in the middle of the group.
- Each player in turn plays a card from their hand, trying to achieve the highest alphabetic place.
- The cards are valued according to their position in a dictionary. That is, "a" has the least value and "your" has the highest value.
- The player who plays the card with the highest value wins the "trick".
- The round is finished when all five cards have been played.
- The player with the most "tricks" is the winner.

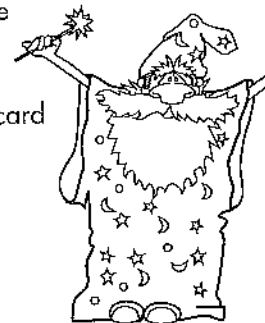


Magic Threes Trick

Magician and Audience.



- The Magician selects any nine cards and places them face up on the table in neat rows of three.
- The Magician invites a member of the audience to identify a word and point to it while he or she turns away.
- The Magician then asks which column the word is – 1, 2 or 3. The Magician then carefully gathers 1 cards up by columns, ensuring that the column containing the Magic Word is placed on top.
- The Magician then lays the cards out again in three rows as before. The Magic Word will now be the top card in one of the columns.
- The Magician now asks the audience to identify which column the Magic Word is in and picks up the top card showing everyone the Magic Word!



Sentence Building

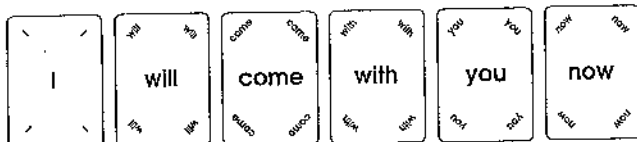
Players – 1 or more.



- The number of sentences that a player can make with the Magic Words® cards is virtually unlimited.
- Start using simple sentences and then add to them.
- Children also enjoy writing out a sentence that they have made with the cards.
- Children need to be encouraged to write often as this is an important part of literacy development and an additional way to reinforce word knowledge.

For example:

I will come.
I will come now.
I will come with you.
I will come with you now.



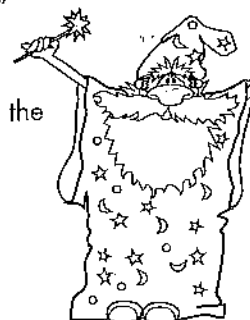
Guess What Word

Players – 2.

Cards – 12 pairs or more depending on skill level.



- Divide the pairs of words between the two players.
- Each player lays out the 12 single words face up front of themselves.
- Player 1 decides (by sight) on a Magic Word.
- Player 2 begins asking questions, which require a yes or no answer, in an effort to find out which is Magic Word – eg. does it have four letters? Is it r etc. turning the incorrect guesses face down.
- When Player 2 thinks he/she knows the Magic Word he/she asks "Is ____ the Magic Word?" If this is correct the round is over and Player 1 then has his/turn to "Guess What Word" is the Magic Word.
- The player who guesses the Magic Word by asking the least number of questions is the winner.



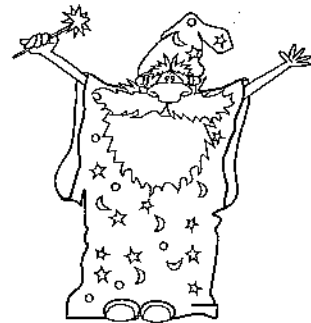
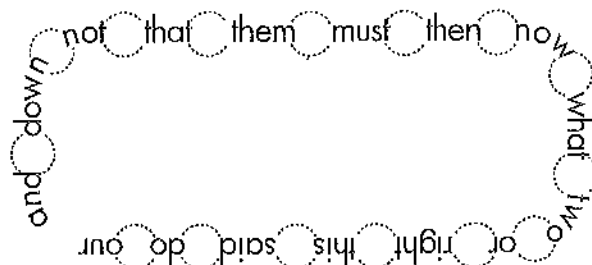
Wordlin's® Word

- The group leader hides a Magic Words® card – usually a new word – while a child or class is not looking.
- The class or group then chant:
"Wordlin, Wordlin, please come round
_____ is lost and can't be found."
name the missing word
- The children then go off in search of the missing word.
- Once it is found, a series of fun activities to learn the new word take place.



Mystery Messages

- A set of cards is given to each child.
- The task is to make the longest possible word chain by using the last letter of one word to match up with the first letter of the next word.

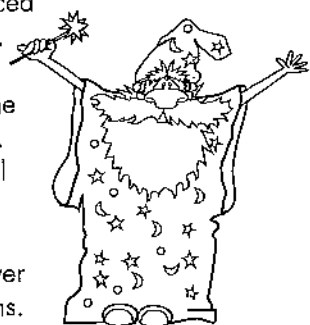


Magic Pairs

Players – 2 or more.

Cards – 2 sets of Magic Words® cards to provide four copies of each word.

- Select a set of words and ensure there are four copies of each word.
- Shuffle the cards and deal all of them out to the players so that no cards are left.
- One player at a time turns over the top card of their pile, leaving it face up in front of them.
- When any turned up card matches that of another player's pile call "____ (the paired word) ____".
- The first player to call the paired word wins both matching piles. The piles are then placed face down under the player's own pile.
- If two or more players call the paired word at the same time, the piles are placed in the middle to form a pool. The next time a player calls the paired word, they win the matching piles and the pool.
- Once a player has turned all their cards they are out of the game.
- Play continues until one player is left with the cards and wins.



Newspaper/Magazine Activity

- Provide each child with a page from a daily newspaper or a magazine, and a highlight pen.
- Select a special word eg. "the" – Gold and Red Words are ideal – and set a time limit of approximately three minutes.
- Children race to mark the special word as many times as they can find it on the page.
- The child with the most number of highlighted words is the winner.



3 letter words

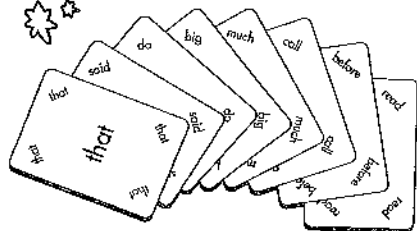
6 letter words

2 letter words

5 letter words

7 letter words

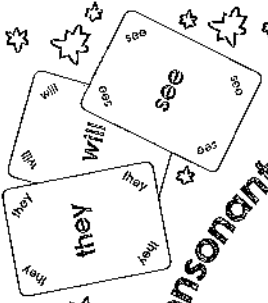
4 letter words





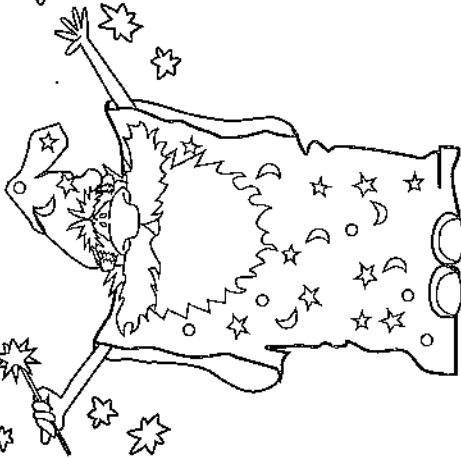
Tricky Words to Spell

Easy Words to Spell



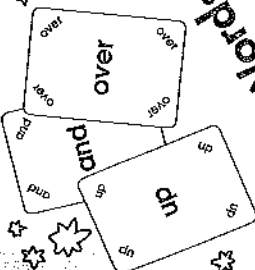
Words that begin with a consonant

b c d f g h
j k l m n p q r s t
v w x y z

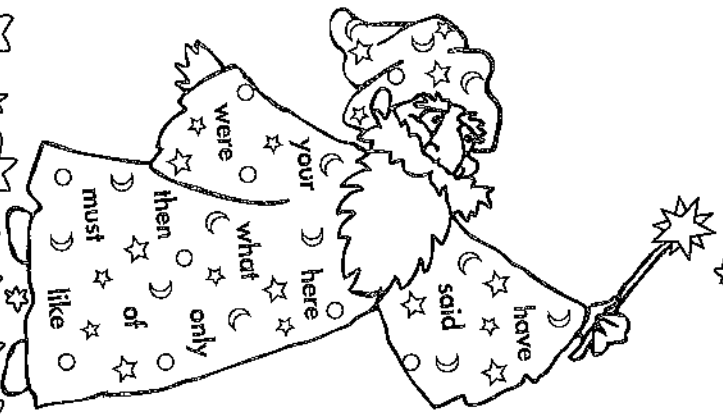
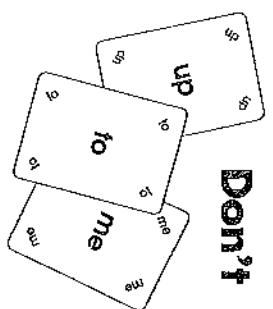
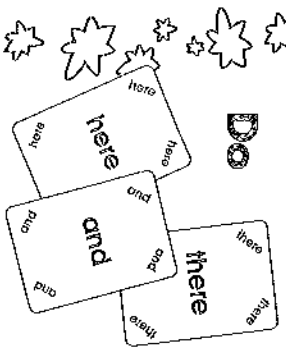


Words that begin with a vowel

a e i o u



Words in Words



Words in Words



- Photocopy, laminate and cut out.
- Fold and solve.

the

he

call

all

what

hat

here

he

was

as

come

me

into

in

their

the

when

hen

and

an

his

is

can

an

Words in Words

- Photocopy, laminate and cut out.
- Fold and solve.



where

there

just

will

some

only

ill

some

only

for

been

this

for

been

this

has

want

that

as

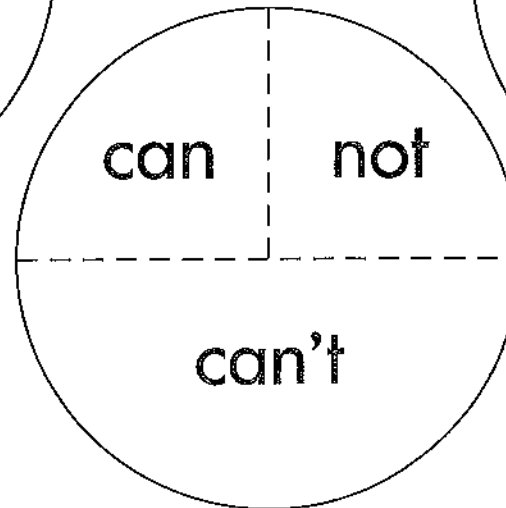
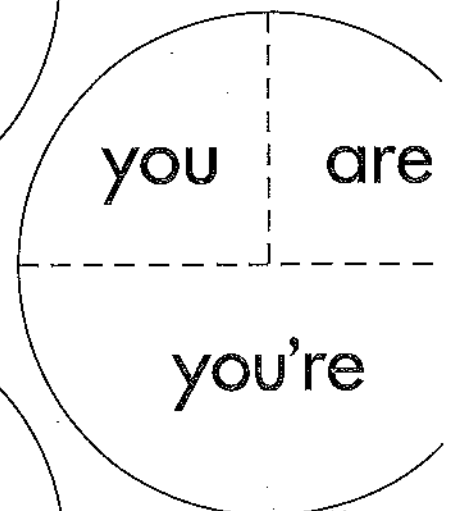
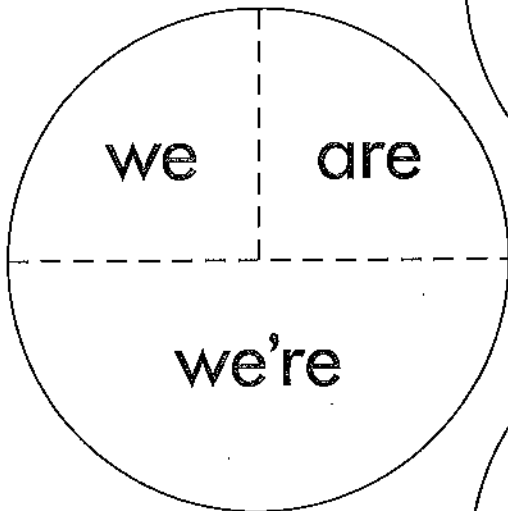
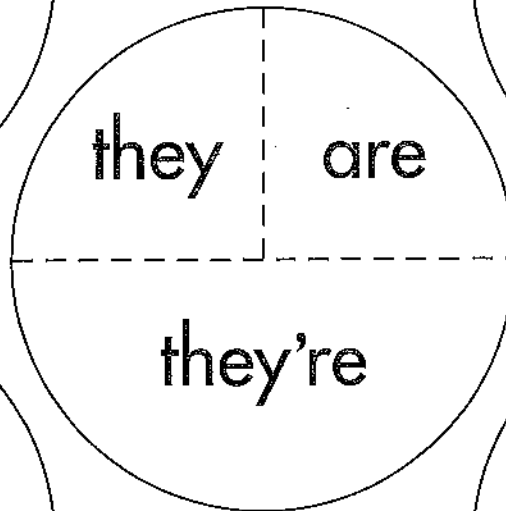
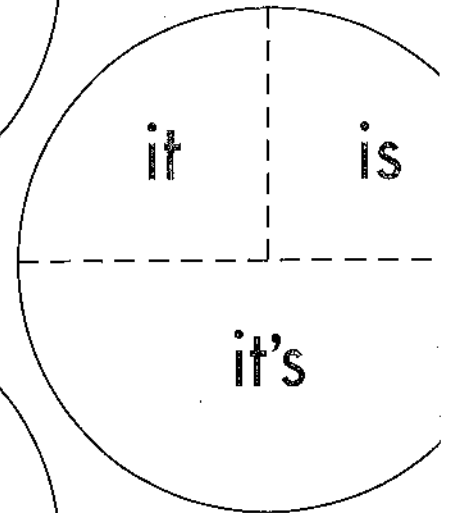
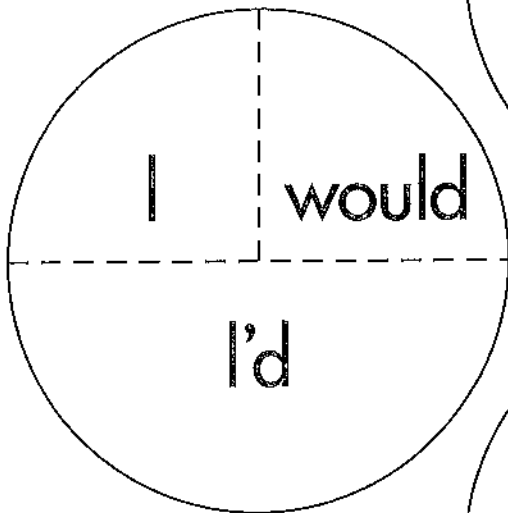
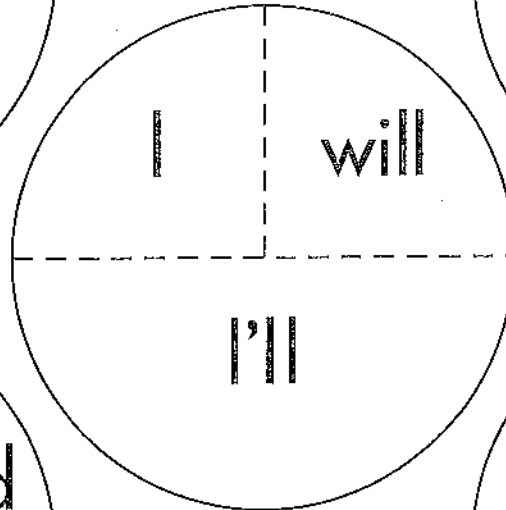
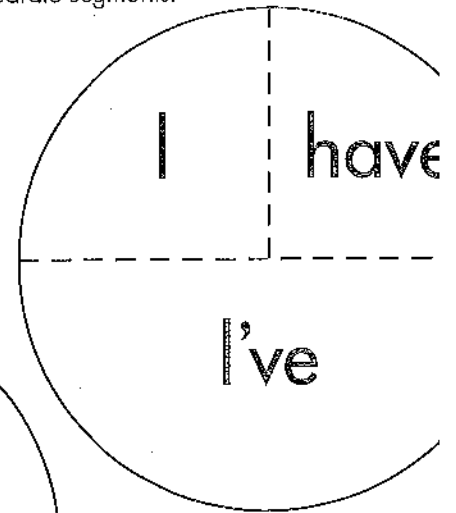
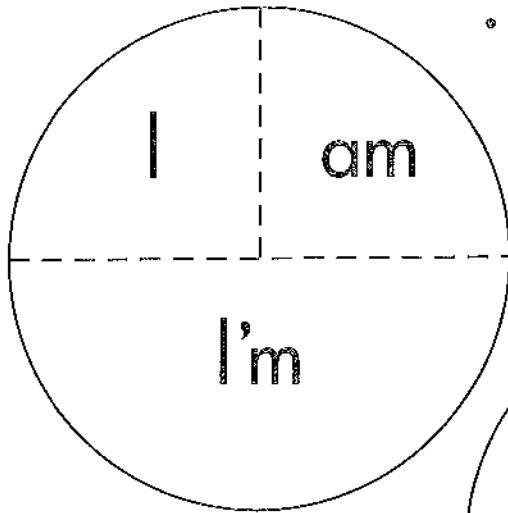
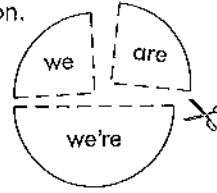
want

that

Contractions

A Contraction is a word made from two longer words with some letters omitted and replaced with an apostrophe.

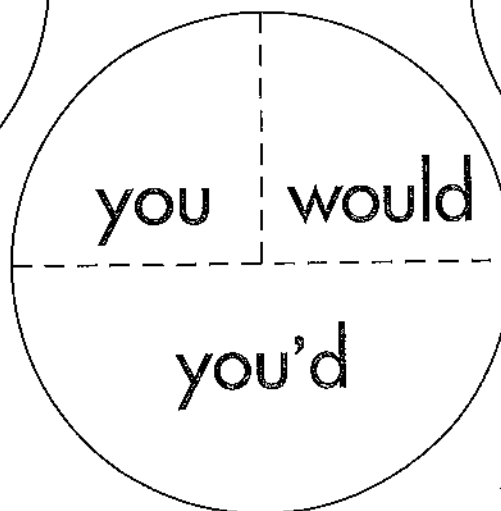
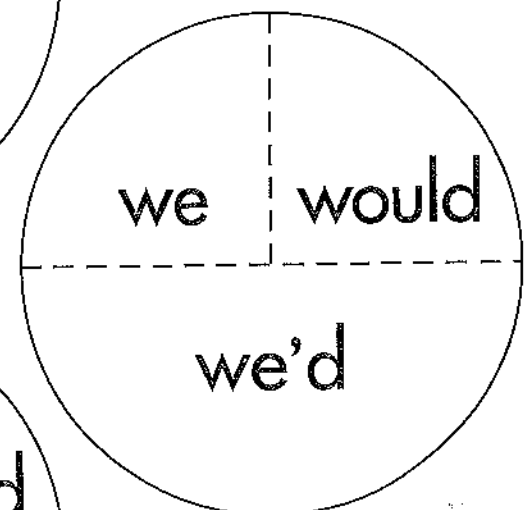
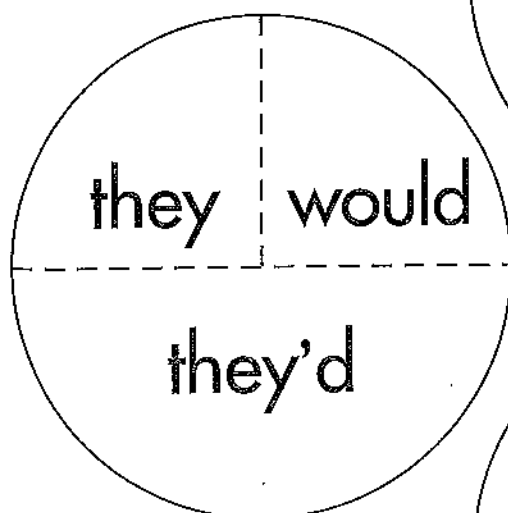
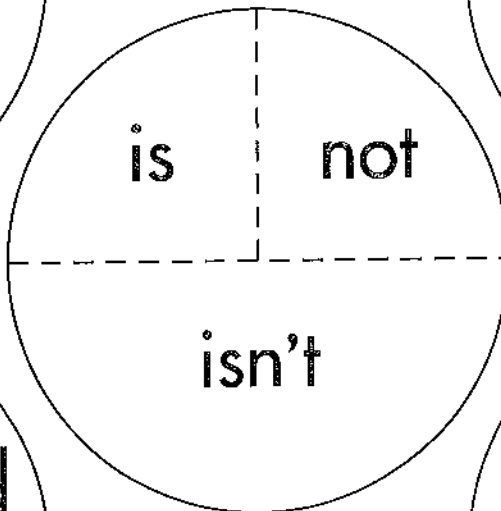
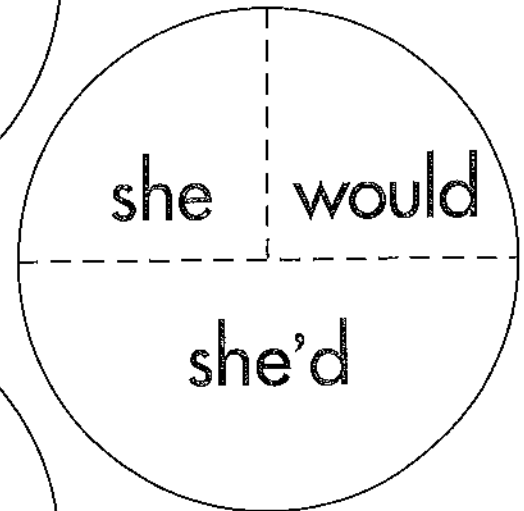
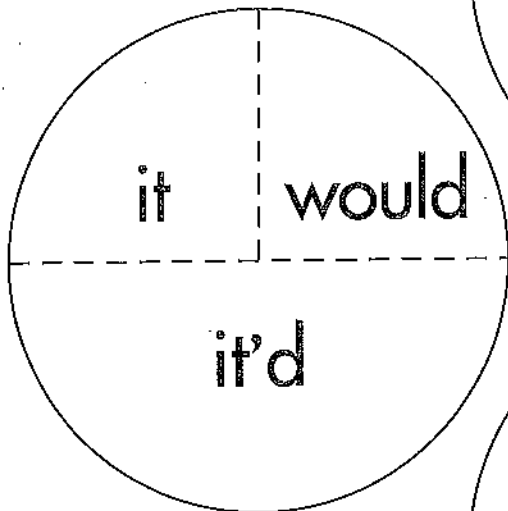
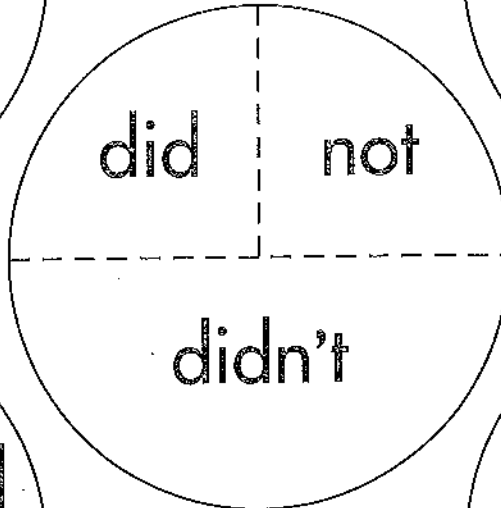
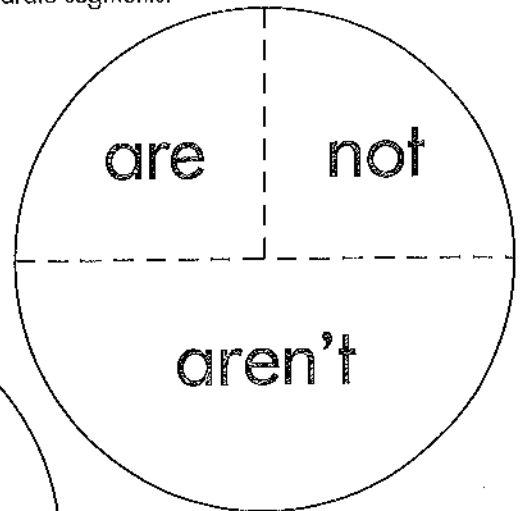
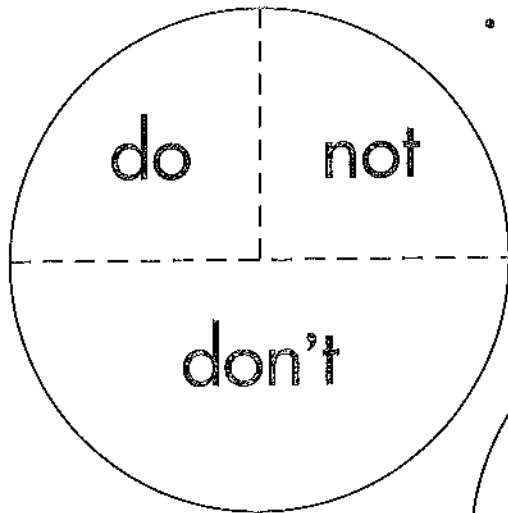
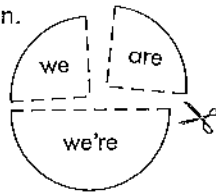
- Copy, laminate and cut out into separate segments.
- Sort for words that match each contraction.



Contractions

A Contraction is a word made from two longer words with some letters omitted and replaced with an apostrophe.

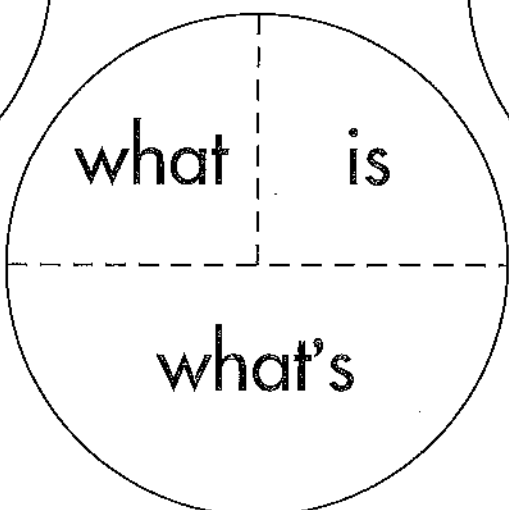
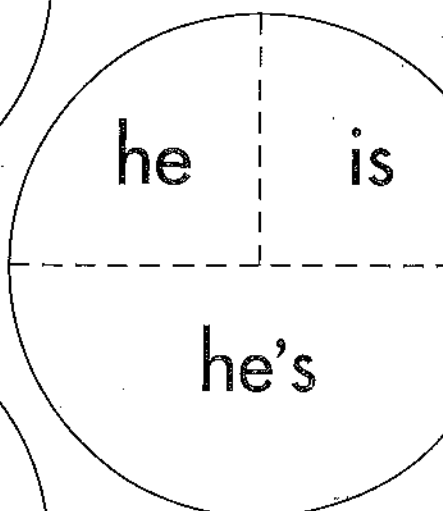
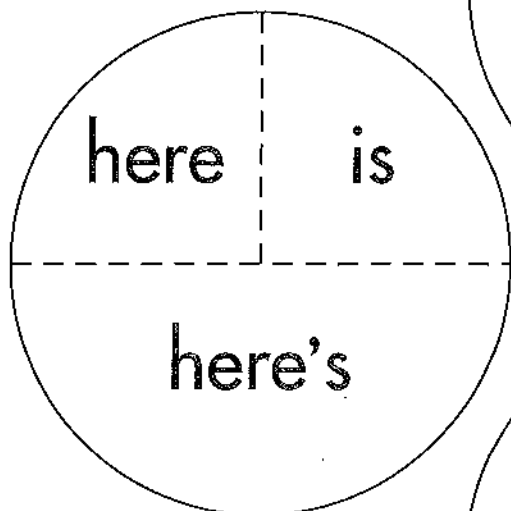
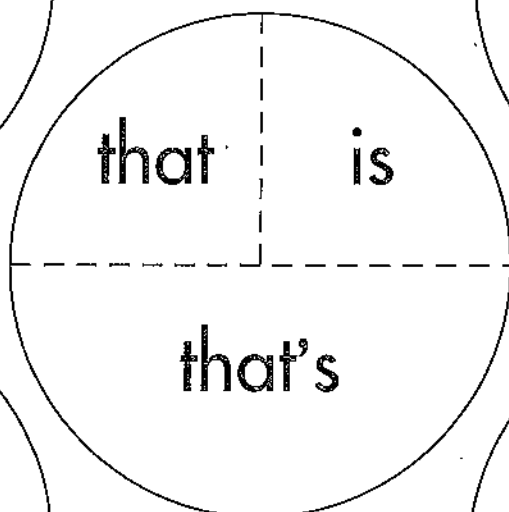
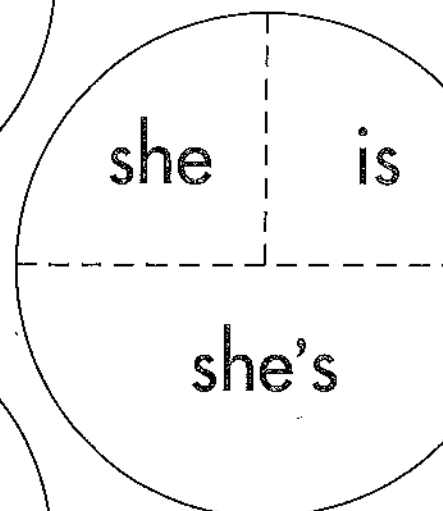
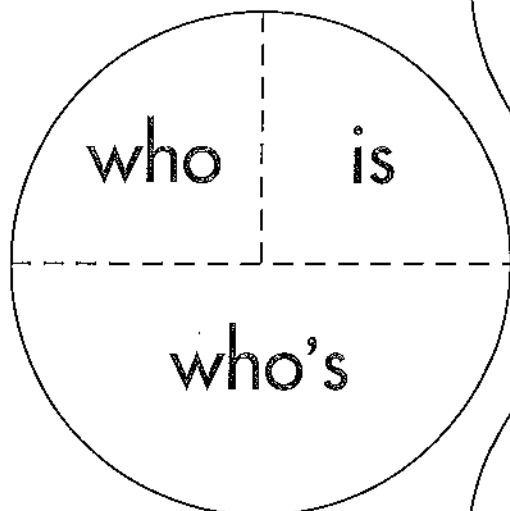
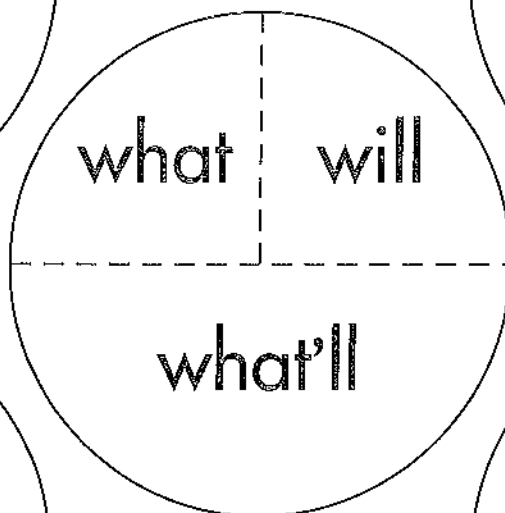
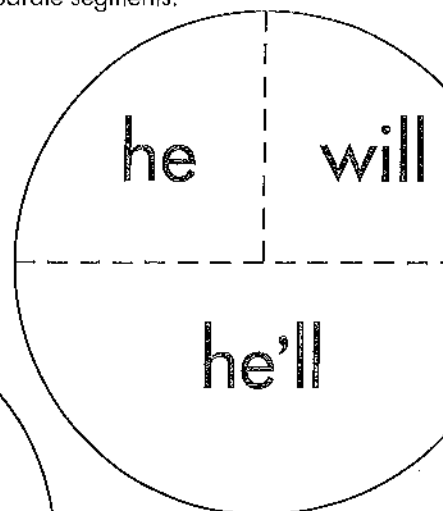
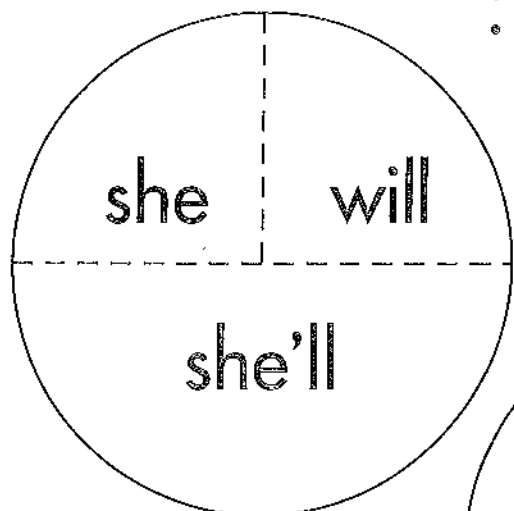
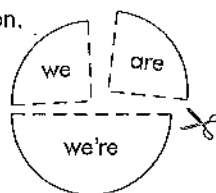
- Copy, laminate and cut out into separate segments.
- Sort for words that match each contraction.



Contractions

A Contraction is a word made from two longer words with some letters omitted and replaced with an apostrophe.

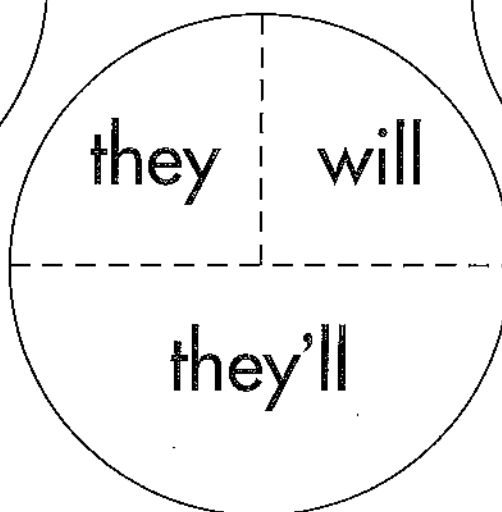
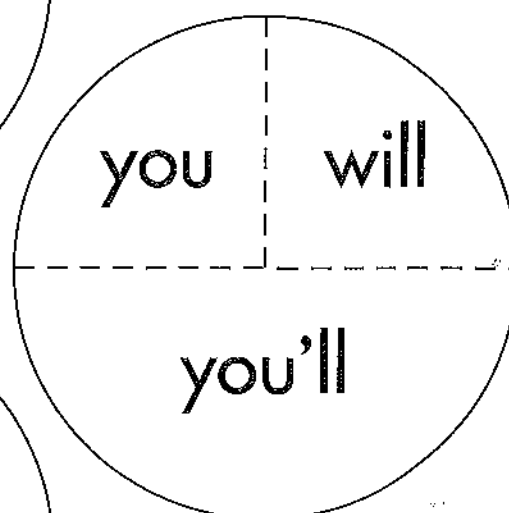
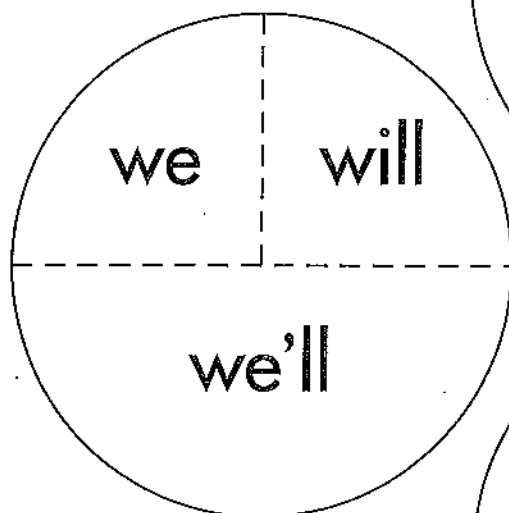
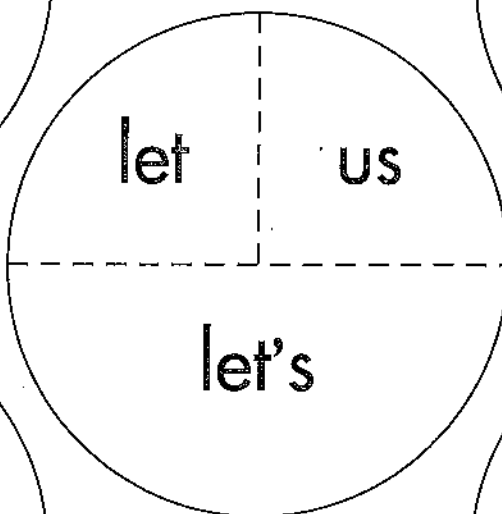
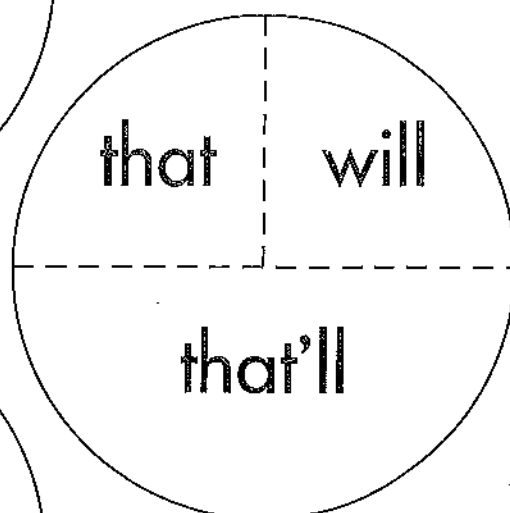
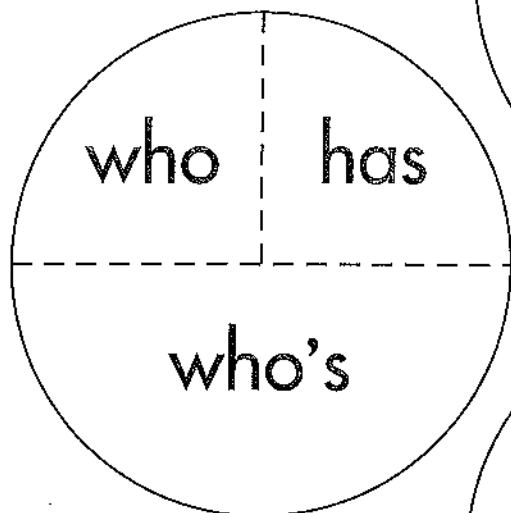
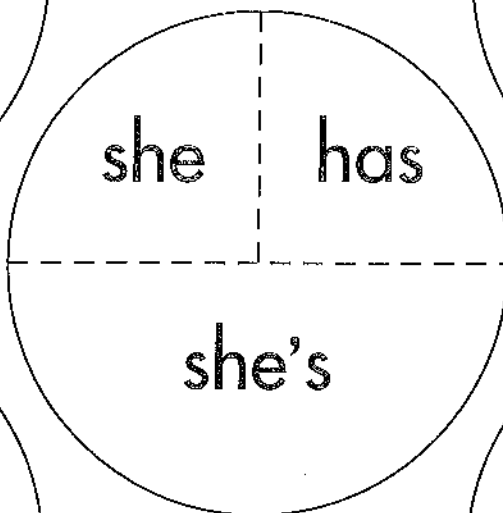
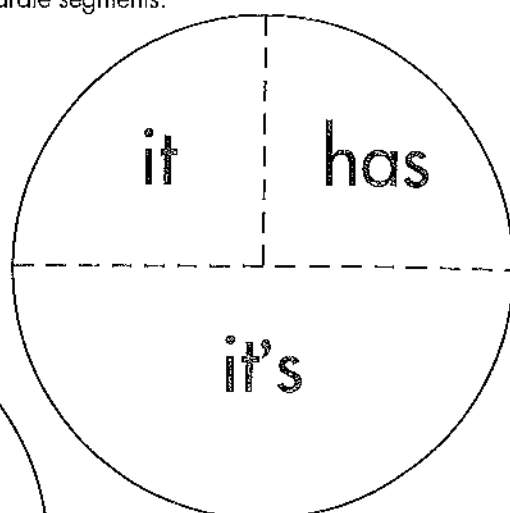
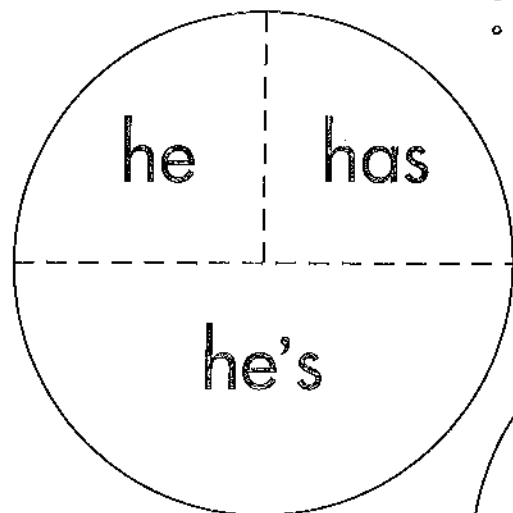
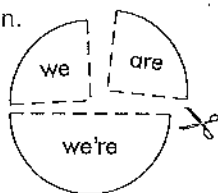
- Copy, laminate and cut out into separate segments.
- Sort for words that match each contraction.



Contractions

A Contraction is a word made from two longer words with some letters omitted and replaced with an apostrophe.

- Copy, laminate and cut out into separate segments.
- Sort for words that match each contraction.



- Competent players must understand the word they close their eye word out loud

- Having landed a sentence.

- If the player can move back on the word as he/she gains

- Players must be the word they move back on

Variations

- The winner is the one who arrives on the "exact roll"

- Squares which are normal playing of a Wizard

- The square where the player lands showing a lizard she must slide

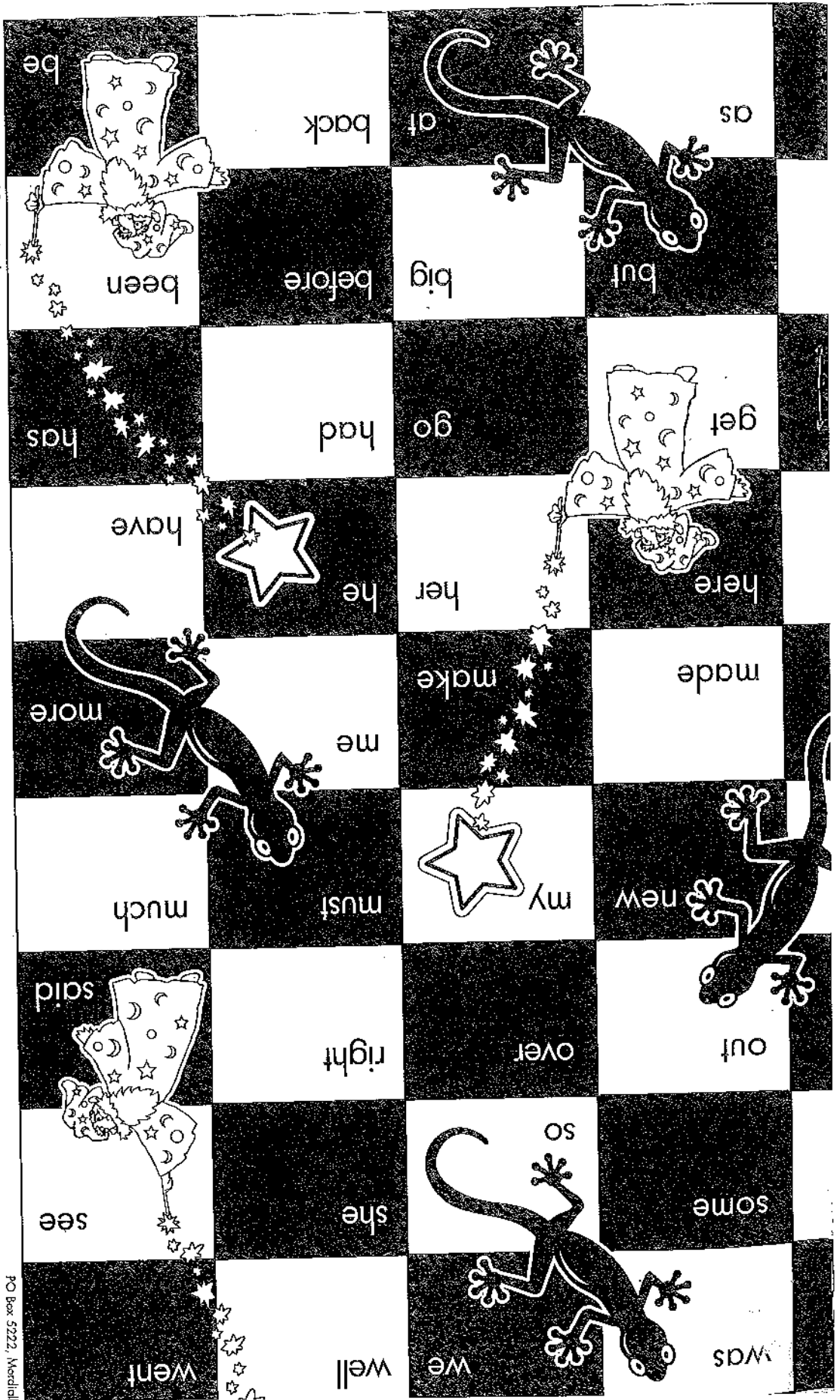
- If a player lands on a square containing the token up the stairs

- If a player lands on a square containing the token up the stairs, he/she must slide

- Players take turns rolling the die/dice and moving the token that number of squares

- The first player to reach the "your" square

- Materials – a token for each player and a die/dice.



Wizards and Lizards

Finish

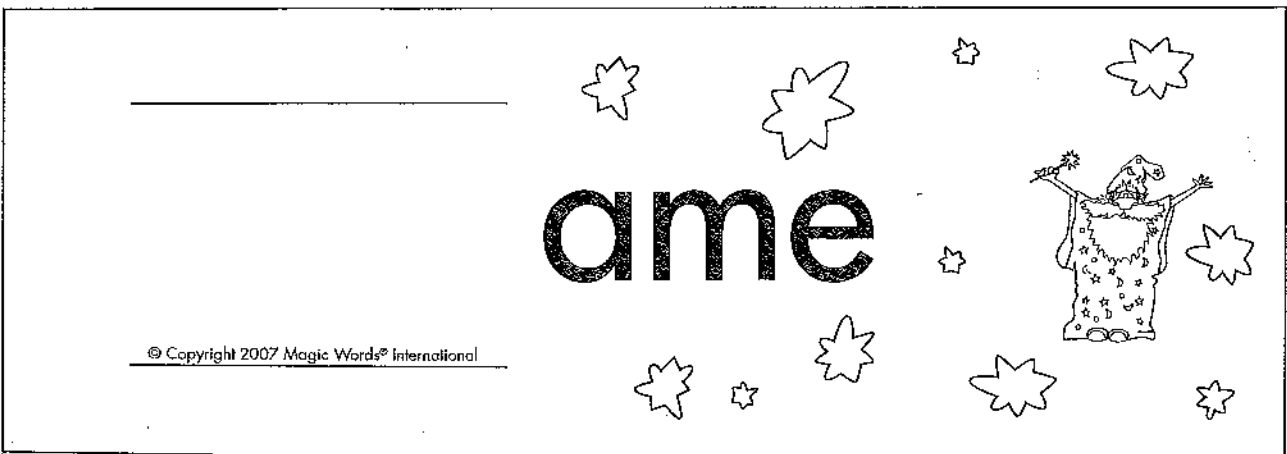
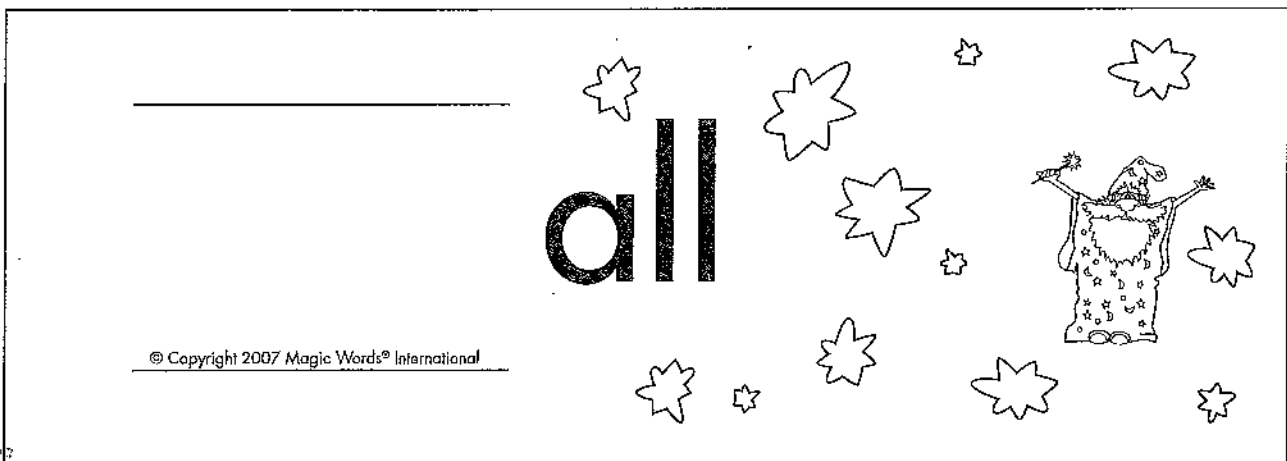
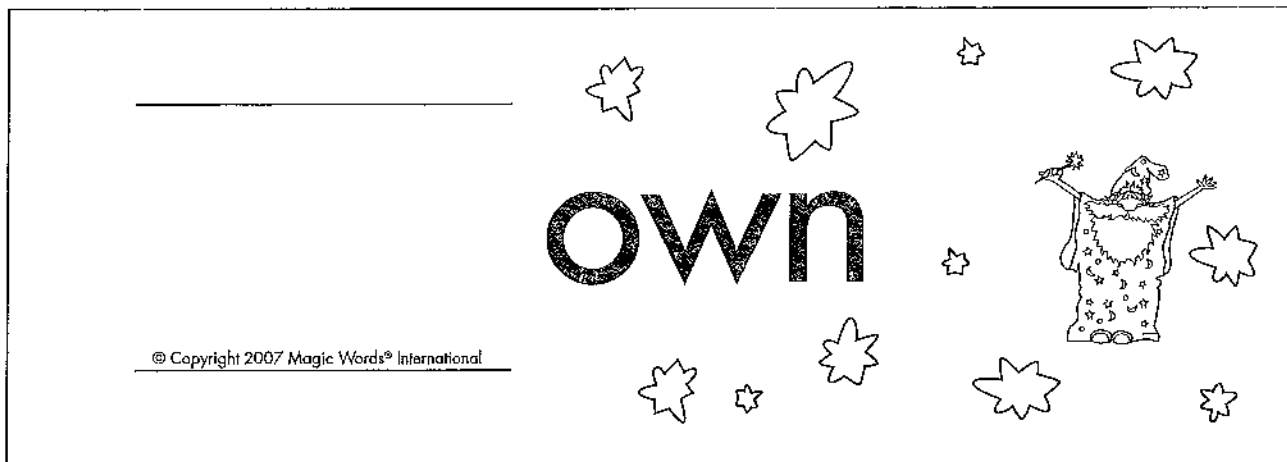
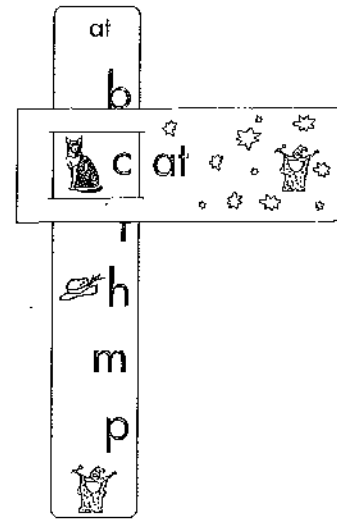
Start Here

your	you	with	will	★ who	which
they	this ★	to	two	up	want
there	then	them ★	their	the	that
on	one	only	or	other	our
old	off	of	now	not	no
is	it	just ★	like	little	look
into	in	if	I	his	him
did	do	down	first	for	from
could	come	can	came	call ★	by
a	about	all	on	and	are

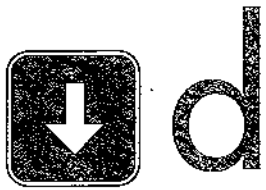
Word Slides

Photocopy*, laminate and cut out the cards, cutting two slots in each as marked.
Photocopy, laminate and cut out the slides, and then match up the cards with their slides – the slides have the word-ending at the top for quick identification.

*Make two copies of page 52 marked with a (x2) as there are twice as many slides for the words on these cards.



own



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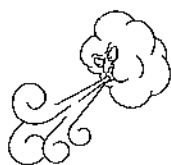
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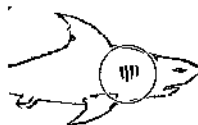
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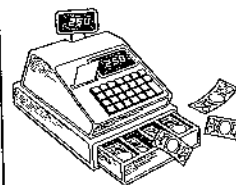


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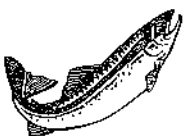
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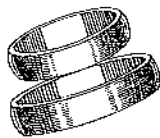


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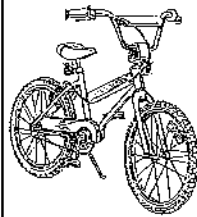


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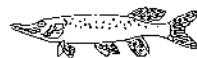
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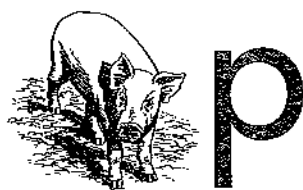
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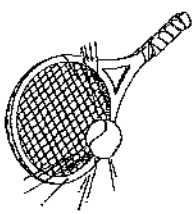
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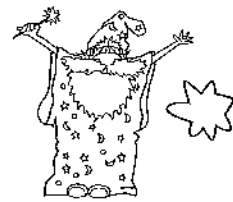
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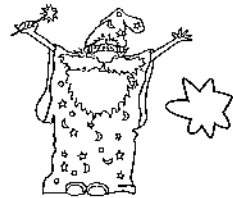
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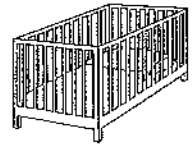
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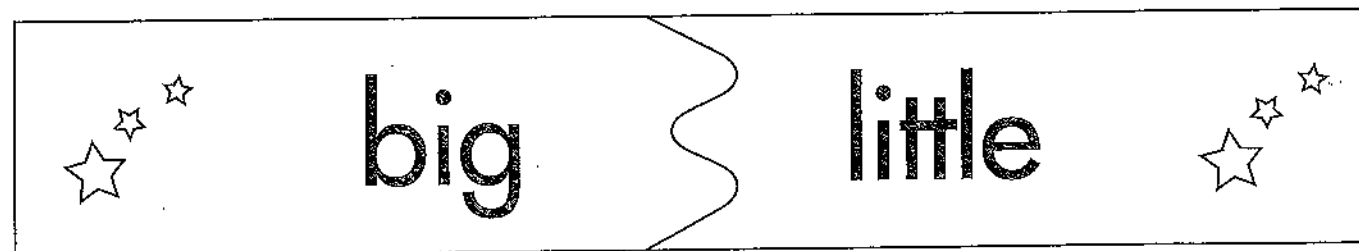
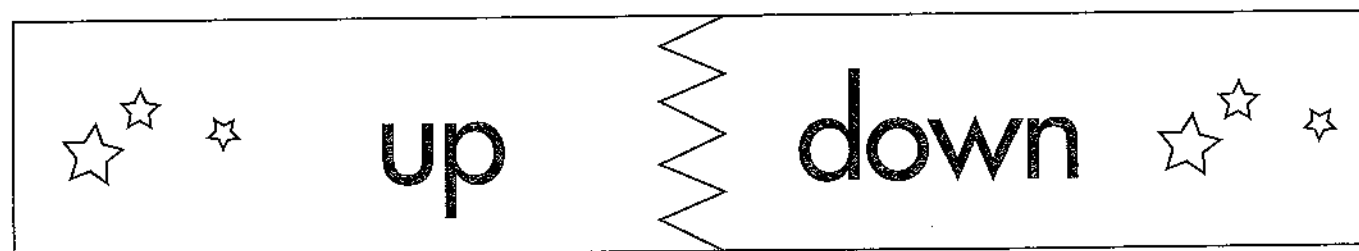
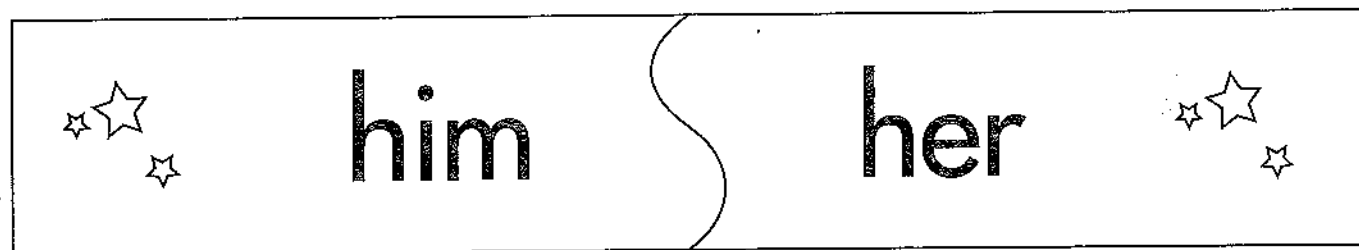
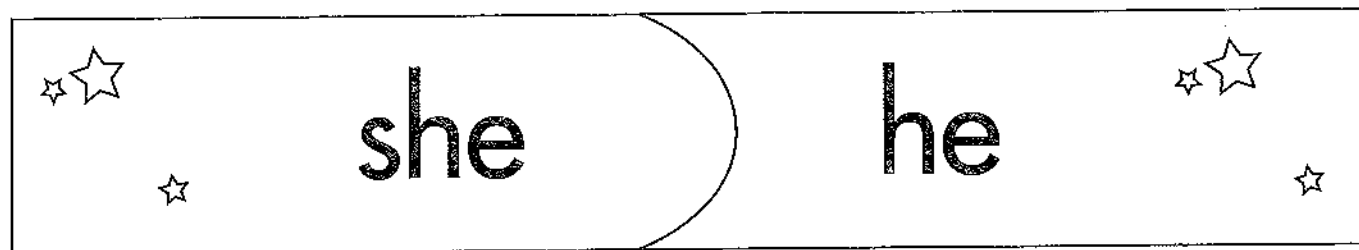
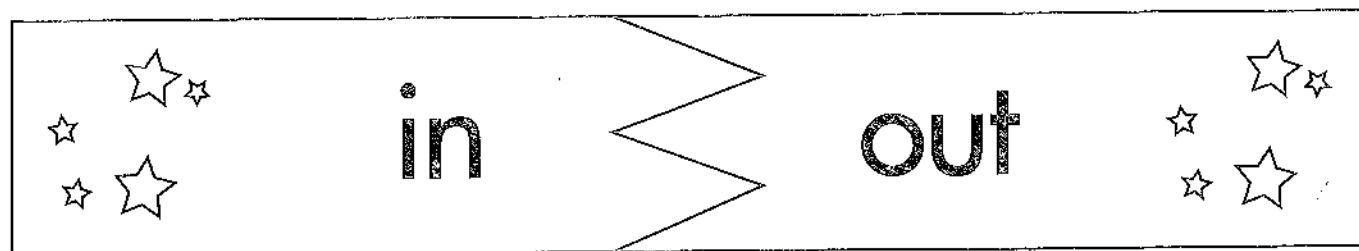
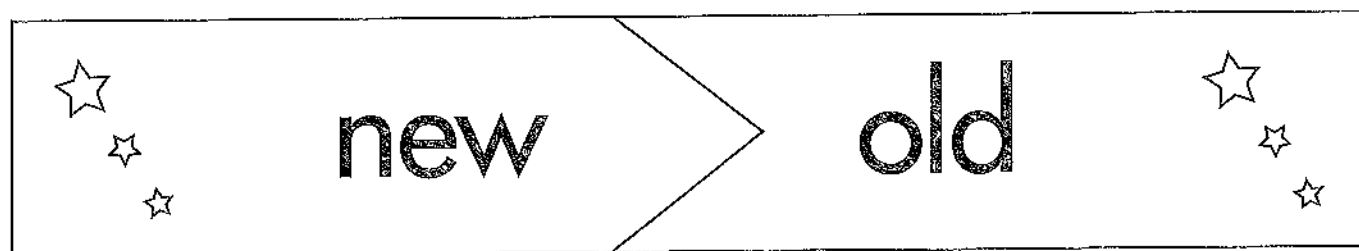


p



Opposites

• Photocopy, laminate and cut out.




Jumble Placecards




• Photocopy, laminate, cut out and fold.

could




1. cod
2. cold
3. cloud
4. cud
5. do
6. loud
7. old

you




1. no
2. to
3. ton
4. on

came




1. a
2. ace
3. am
4. cam
5. me
6. mace
7. acme

made




1. ad
2. dam
3. dame
4. mad

before




1. be
2. bee
3. beef
4. bore
5. fee
6. foe
7. for
8. fore
9. or
10. ore
11. reef
12. rob
13. robe
14. roe

into




1. in
2. it
3. on
4. nit
5. no
6. not
7. tin
8. to
9. ton

about



1. a
2. at
3. bat
4. but
5. out
6. tab
7. bout
8. boat
9. tub
10. to

down




1. do
2. no
3. nod
4. now
5. on
6. own
7. won

Jumble Placecards




• Photocopy, laminate, cut out and fold.

then




1. he
2. the
3. hen
4. ten
5. net

where




1. he
2. her
3. here
4. we
5. wee
6. ewe
7. ewer

them




1. he
2. hem
3. met
4. me
5. the

went




1. net
2. ten
3. new
4. newt
5. we
6. wet

that




1. at
2. hat
3. ah
4. tat

this




1. his
2. hit
3. hits
4. is
5. it
6. its
7. sit

now



1. no
2. on
3. won
4. own

they




1. he
2. hey
3. the
4. yet


Homophones

Homophones are words that sound the same, or almost the same, but are spelt differently and have different meanings.


• Photocopy, laminate and cut out.

 **by**
 **bye**

Match and say the words that sound the same.

 **him**
 **hymn**

Look up the meaning of each word in a dictionary.

 **I**
 **eye**

Write the meanings in your own words.

 **in**
 **inn**

Put each of the words in a sentence that shows the meaning.

 **made**
 **maid**

Copy two sets of each sheet and play Magic Memory. To keep a matched pair, the player must use the word in a sentence that shows they know the meaning of the word.

 **new**
 **knew**

Make up sentences using the homophones and have a partner point to the correct word.

 **no**
 **know**

Use a set of homophones in one sentence. "Which witch is which?"
"I knew that they were riding their new bikes."

 **read**
 **reed**

Write a story using as many homophones in it as possible.

 **right**
 **write**

Dictate your story to a partner and see if they write the correct homophones.

Homophones

Homophones are words that sound the same, or almost the same, but are spelt differently and have different meanings.

• Photocopy, laminate and cut out.

2 to

2 two

2 too

J where

J ware

J wear

* or

* oar

* ore

4 for

4 fore

4 four

* their

* there

* they're

one

our

be

won

hour

bee

see

bean

+ some

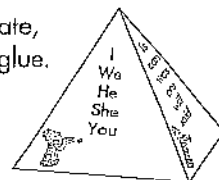
sea

been

+ sum

Sentence Pyramids

- Photocopy, laminate, cut out, fold and glue.



is
has
have
did
said

it
no
yes
old
well
little
first
right

glue flap

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Sentence Pyramid
Make sentences using a word from each side.
fold along dotted lines

He
We
She
You
They

glue flap

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Sentence Pyramid
Make sentences using a word from each side.
fold along dotted lines

go
me
you
come
here
look

you
he
saw
she
will
came

glue flap

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Sentence Pyramid
Make sentences using a word from each side.
fold along dotted lines

He
We
She
Can
Did
Will
They
Could

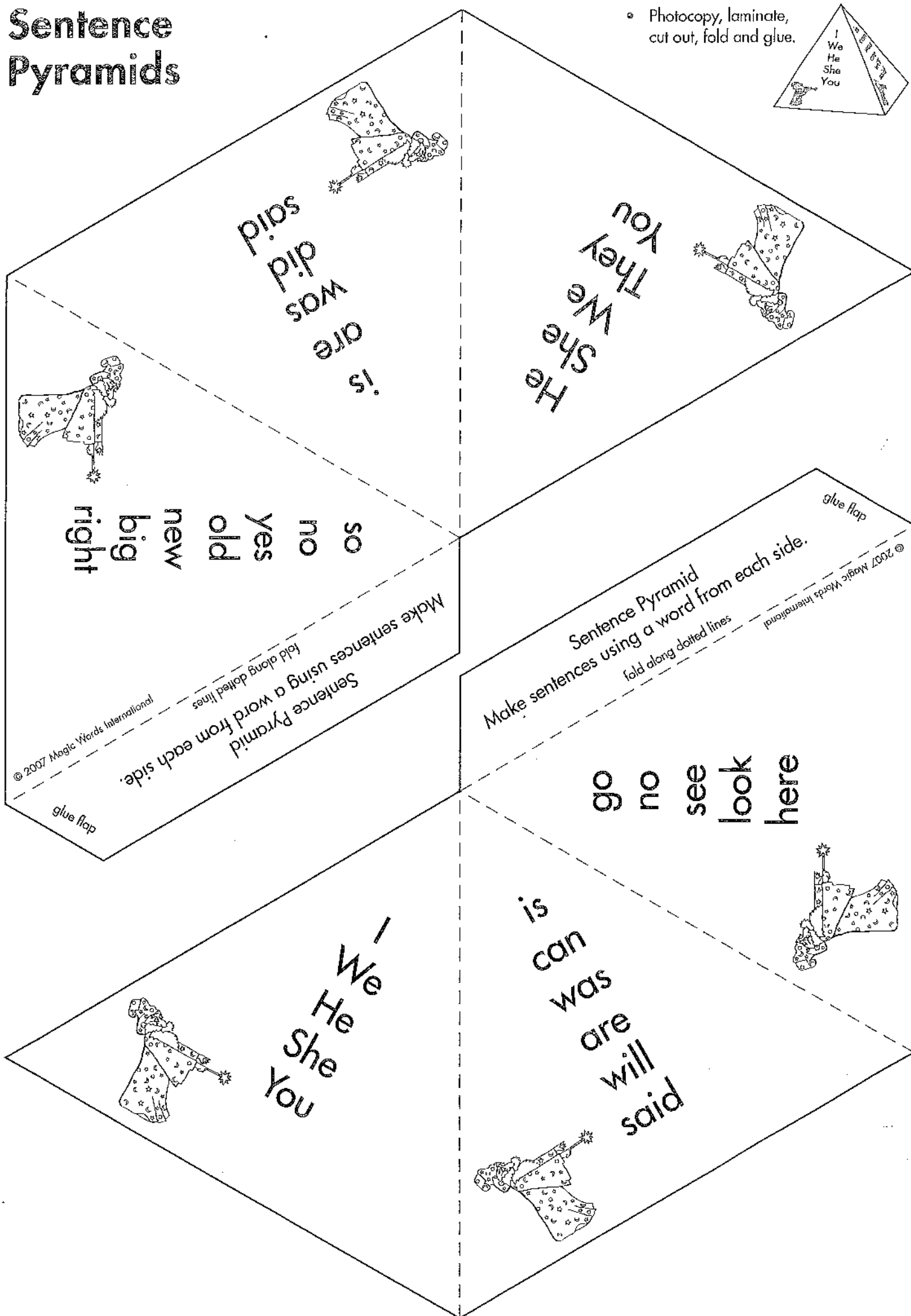
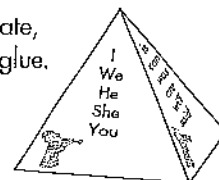
glue flap

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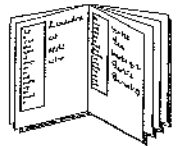
Sentence Pyramid
Make sentences using a word from each side.
fold along dotted lines

Sentence Pyramids

- Photocopy, laminate, cut out, fold and glue.



Personal Dictionary



Aa



a
about
after
again
all
always
am
an
and
another
any
are
around
as
ask
at
ate
away

Bb



baby
back
bad
ball
be
beach
bear
because
bed
been
before
best
big
bird
birthday
boat
both
box
boy
bring
bus
but
buy
by

Cc



call
called
came
can
car
carry
cat
children
Christmas
clean
climb
cold
come
computer
could
cut

Dd



Dad
day
did
didn't
do
does
dog
doing
don't
door
down
draw
drink

Ee



each
eat
egg
eight
else
end
every

Ff



fall
far
fast
father
fell
find
first
five
fly
for
found
four
friend
from
full
funny

Gg



game
gave
get
girl
give
go
goes
going
good
got
green
grow

Hh



had
hand
has
have
having
he
head
help
her
here
him
his
holiday
home
hot
house
how
hurt

Ii



I
if
I'll
I'm
in
into
is
it
its
it's (it is)

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lamb
last
late
laugh
left
let
light
like
liked
little
live
long
look
love
lunch

Jj



jam
jump
just

Kk

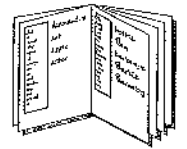


kangaroo
keep
kick
kind
knew
know
koala

Colours

black
blue
brown
dark blue
gold
green
indigo
orange
pink
purple
red
violet
white
yellow

Personal Dictionary



Mm



made
make
man
many
may
me
met
milk
mine
Miss
more
morning
most
mother
Mrs
much
Mum
must
my
myself

Oo



of
off
old
on
once
one
only
open
or
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our
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outside
over
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Rr



ran
read
ready
red
ride
right
room
round
run

Tt



take
tea
teacher
tell
than
thank
that
that's
the
their
them
then
there
these
they
thing
think
this
those
time
to
today
together
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too
took
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try

Ww



walk
want
warm
was
wash
water
way
we
weekend
well
went
were
what
when
where
which
white
who
why
will
wish
with
work
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Pp



page
party
people
pet
pick
play
played
playing
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Ss



said
same
sat
saw
say
school
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shall
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Nn



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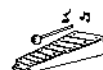
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very
visit

Xx



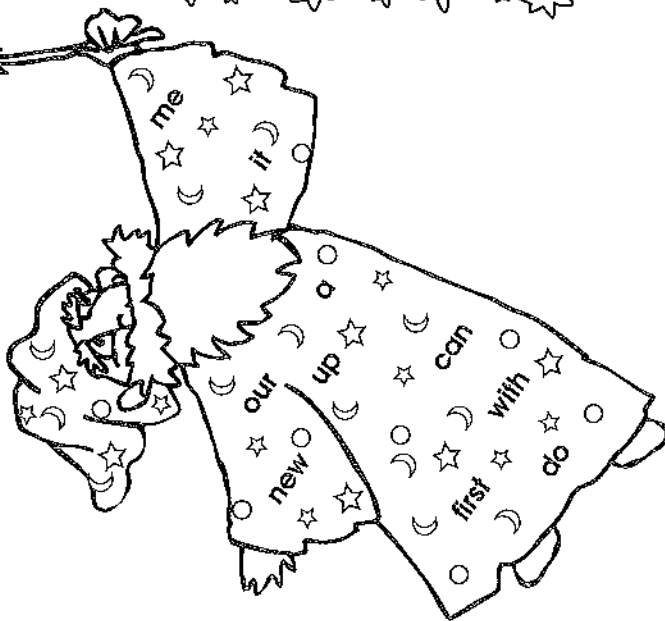
X-ray
xylophone

Seasons

Summer
Autumn
Winter
Spring



Wordlin's®



Magic Words® Box

www.magicwords.com.au

© Copyright 2007, Magic Words International, PO Box 5222, Mordialloc Vic 3195, Australia, Tel: +61 3 9587 2395

Dear Parent / Guardian,

Tonight it is your child's turn to bring home Wordlin's®
Magic Words® Box.

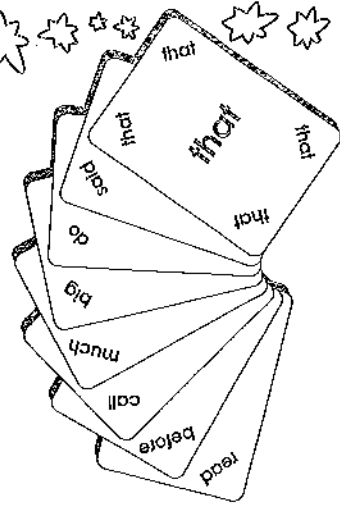
There are special words inside Wordlin's®
Magic Words® Box that your child is learning to read.

A matching pair of each word is included so that you
can play games like:

- Magic Memory
- Wish
- Wild Word
- Guess What Word
- Magic Words® tricks and other games played at school.

Have fun!

Class Teacher



www.magicwords.com.au

®
★ ★
I Love Letters!

Which is the
trickiest word?

Tell me about
the tricks you use to
remember words.

How many words
do you know?

Which is your
favourite word?
Why?



Wordlin®
PO Box 5222
Mordialloc Vic 3195
Australia

Name _____

Address _____


Postcode _____


Dear Wordlin


Love from



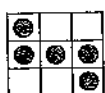
Wordshape Templates

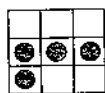
					

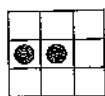
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big



you

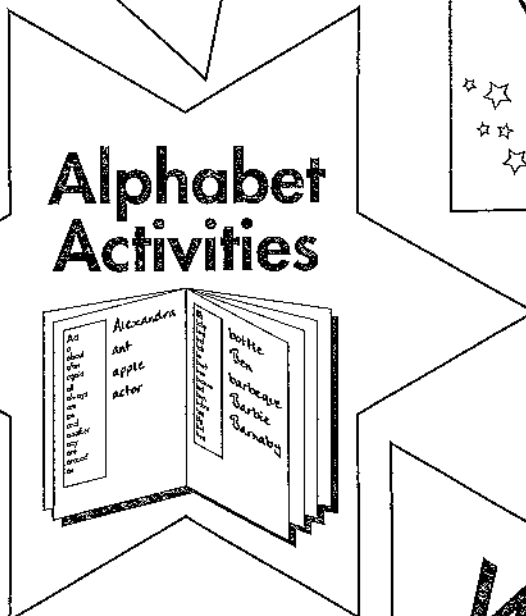
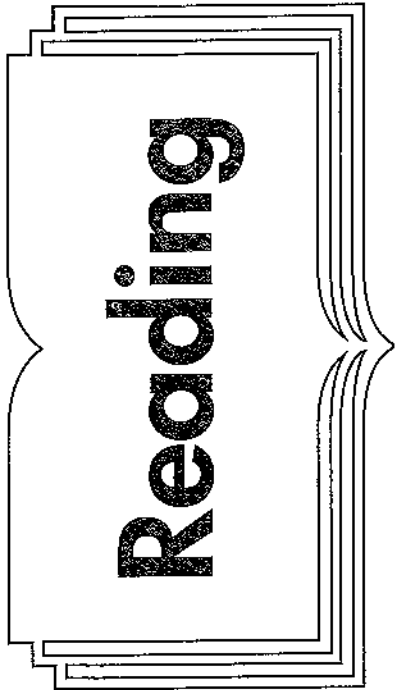
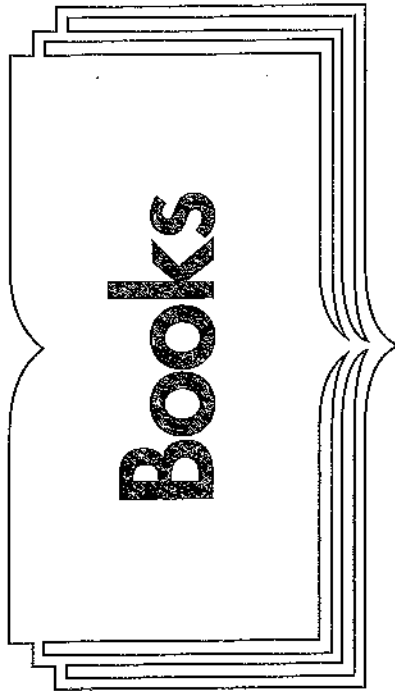


on
we
no

- The leader selects a word and the group places counters on the template to show the wordshape.
- One child makes a word shape and others must guess possible words that would fit that shape.

Taskboard Templates

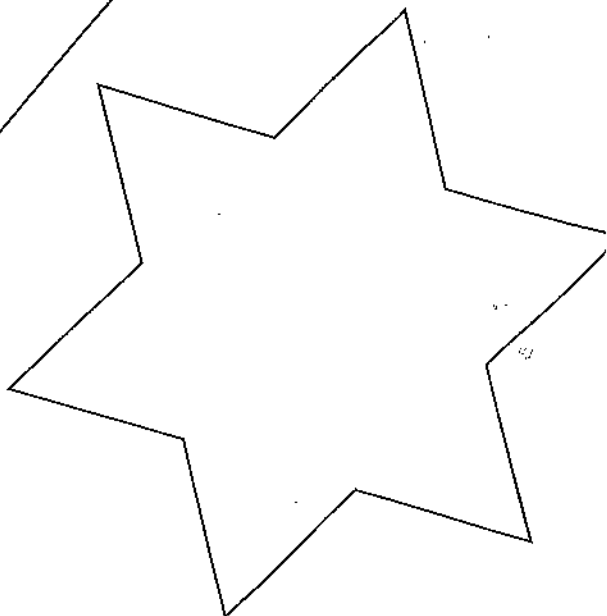
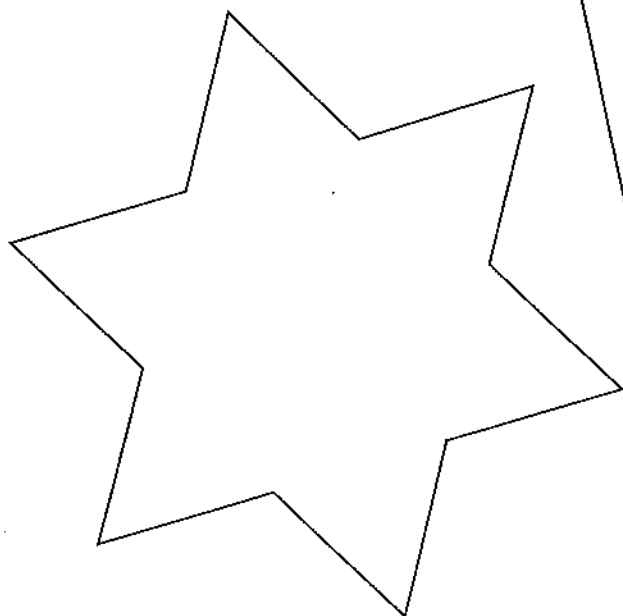
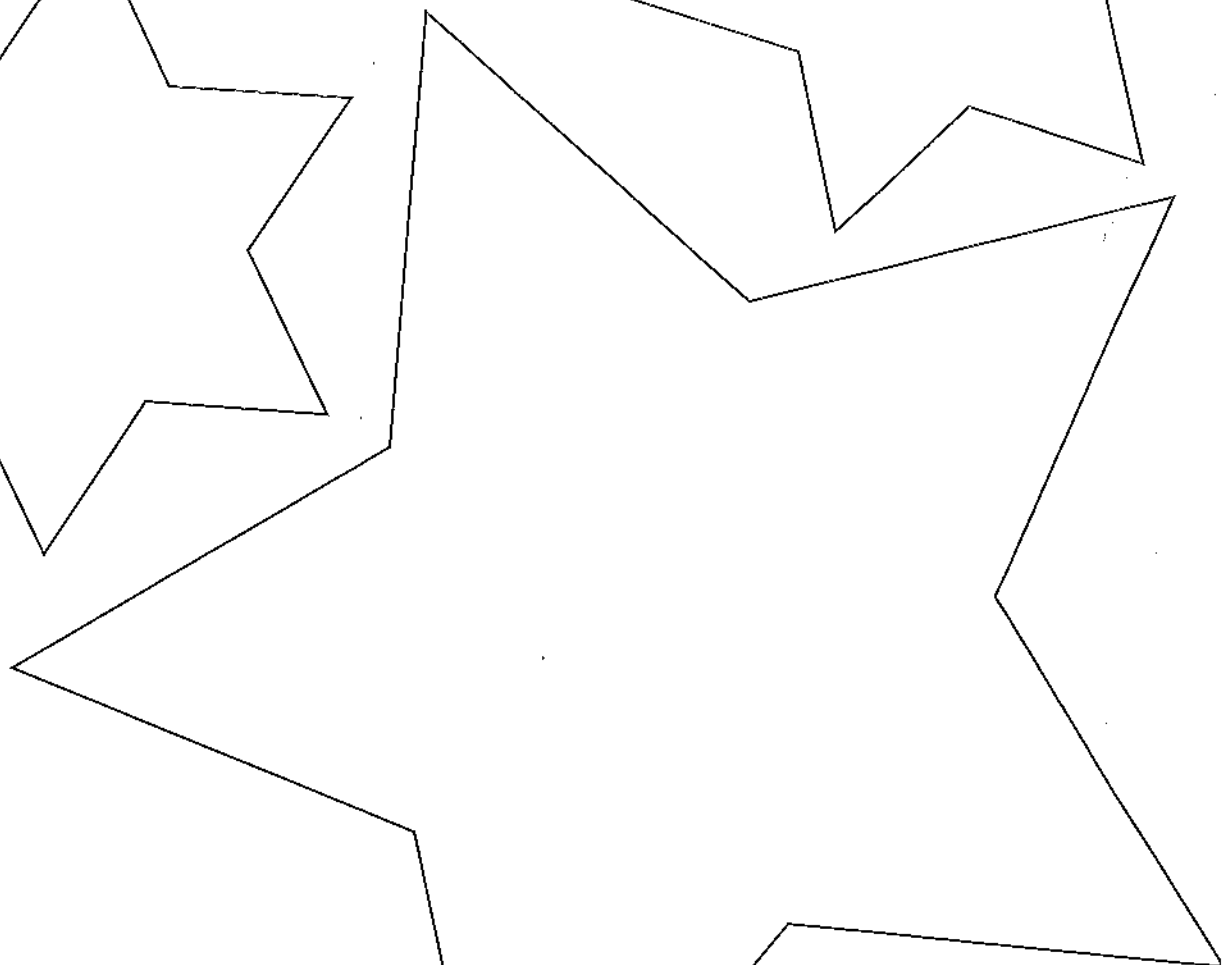
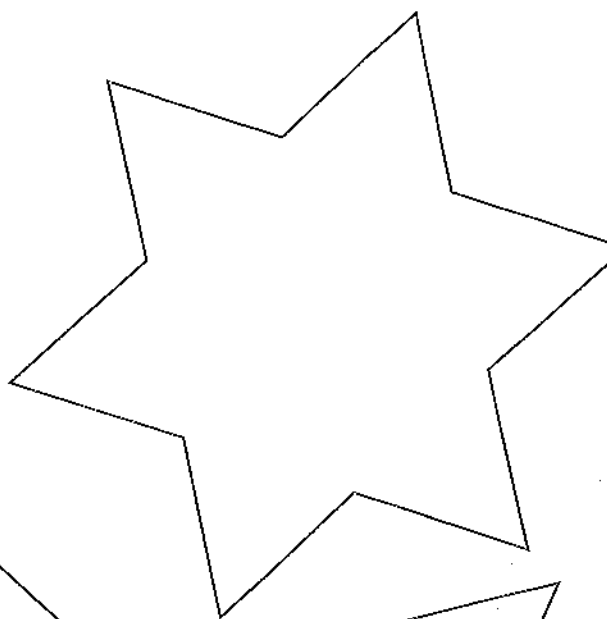
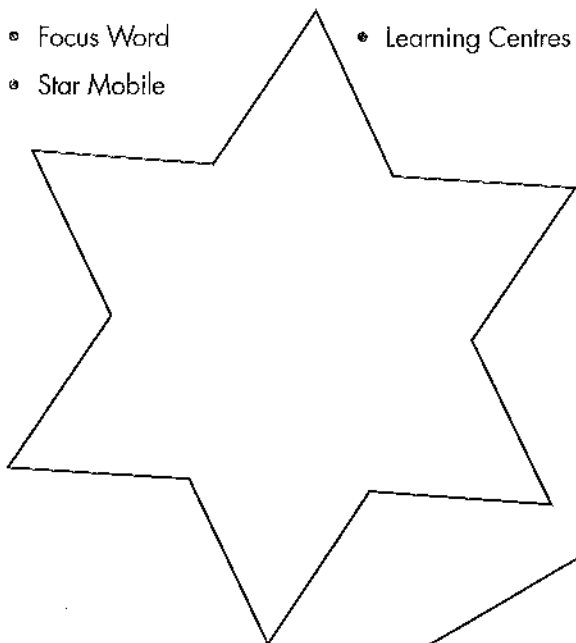
- Photocopy (enlarge as required), laminate and cut out.

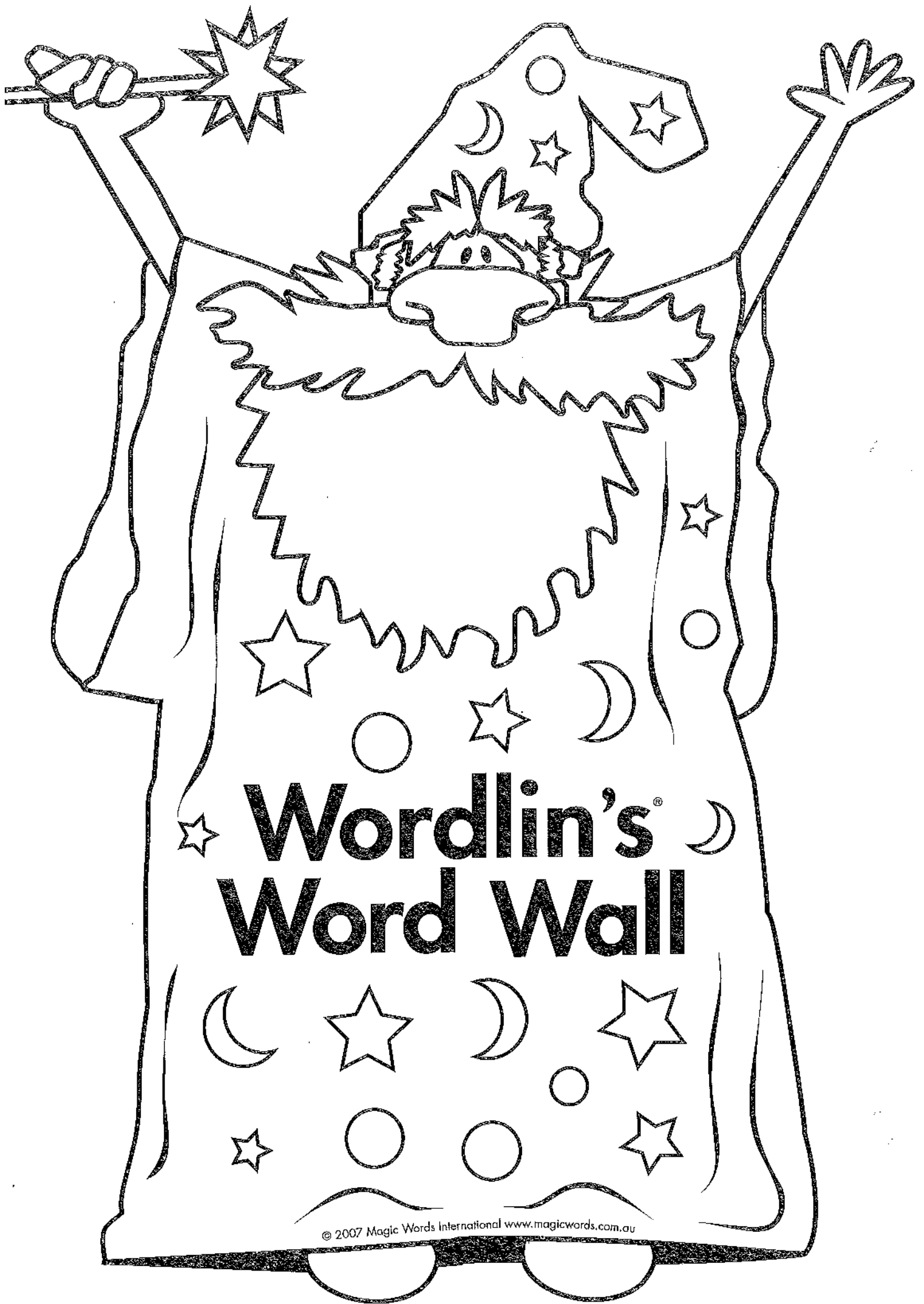


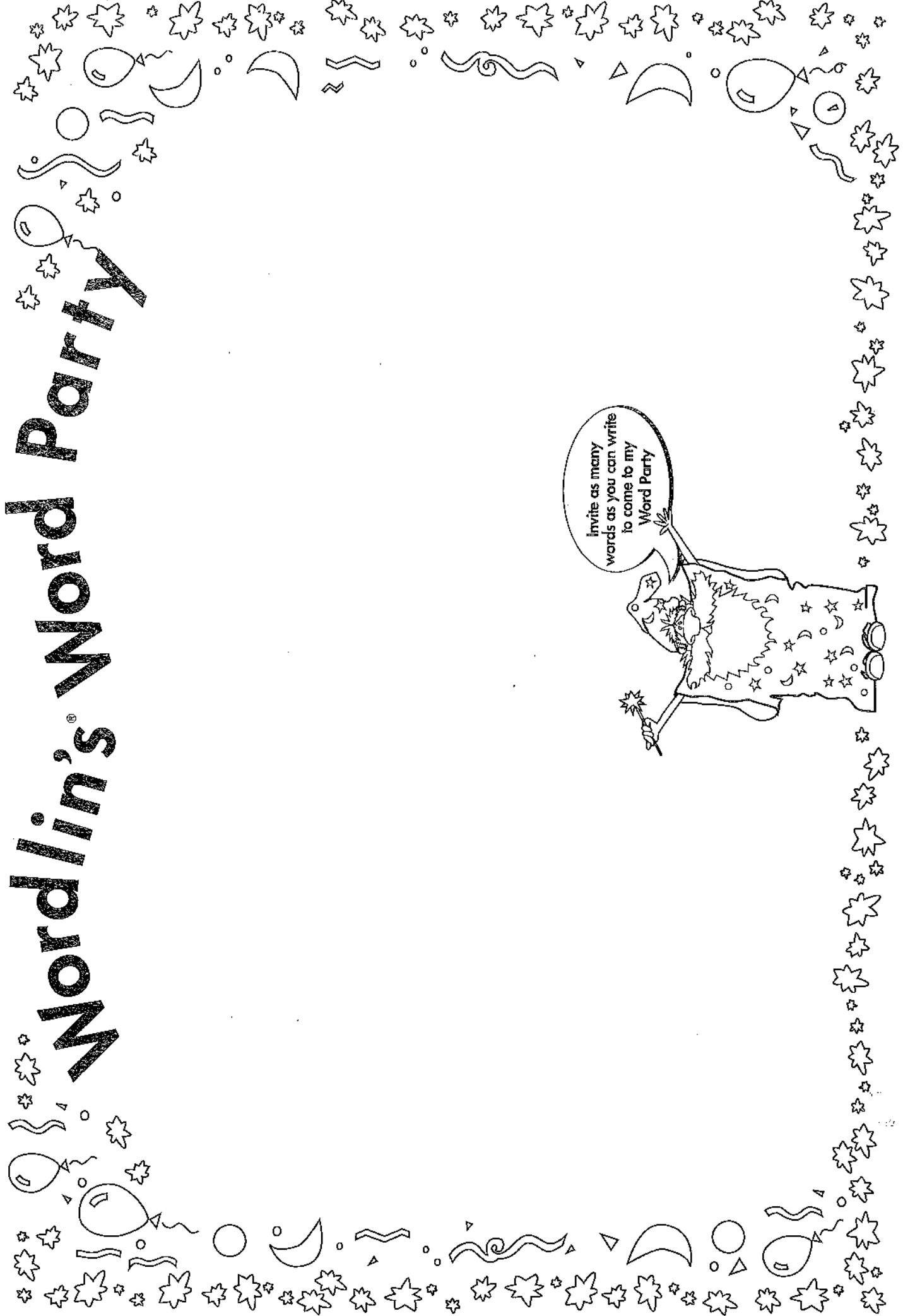
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Star Templates

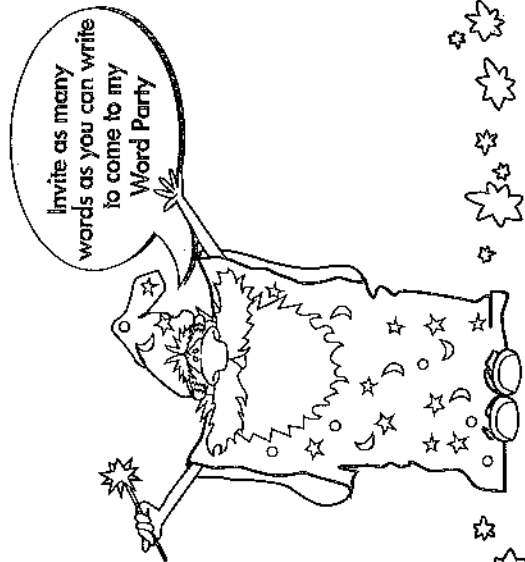
- Star of the Day – one or two children can be “Star of the Day” (include a photo if possible) and be responsible for special class duties.
- Star Catching – write words on each star and attach a paper clip. Glue a magnet to a wand and allow children to catch a star by touching it with the wand, naming the stars they touch.
- Wordlin’s® Word Game
- Star Words for Wordlin’s® Word Wall
- General classroom use
- Class names on door or board
- Focus Word
- Learning Centres Taskboard
- Star Mobile







Wordlin's Word Party



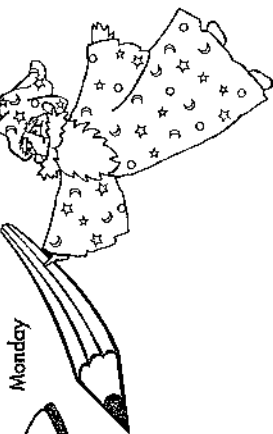
Name: _____ Date: _____ Word Count: _____

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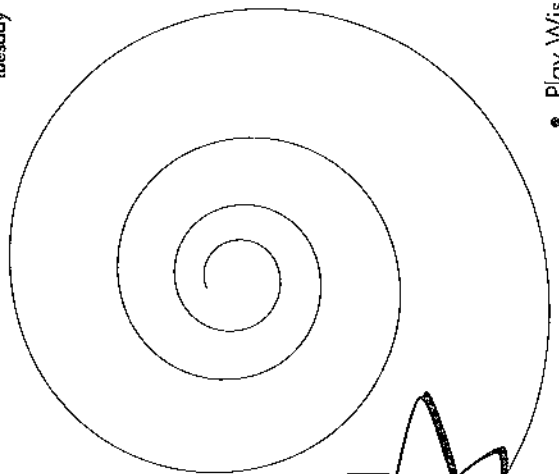
Magic Words® Weekly Spelling

Select words from the Magic Words® Playing Cards to learn this week and write them down here

Monday



Tuesday



Write your words around the spiral

Find Words in Words and make Jumble Words

Wednesday

• Play Magic Memory

• Write words in sentences on back of sheet

• Play Wish

• Play Guess What Word

Copy Words

First Practice

Second Practice

Cover first three columns and write words from memory

Thursday

Friday

Fold paper along this line

SOS or Look-Say-Cover-Write-Check

Memory Challenge - try to write the words from memory

Date:

www.magicwords.com.au

Name:

Write as many words as you know in word families

on

ake

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el

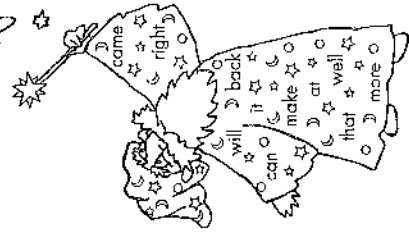
ame

in

ack

ill

ore



Name: _____

www.magicwords.com.au

Date: _____

Word Count: _____

a	I	it	the
and	in	of	to
be	is	that	was

all	but	he	on	they
are	for	her	one	we
as	had	his	said	with
at	have	not	so	you

an	do	if	my	or
by	go	me	no	up

big	has	off	see
can	him	old	she
did	new	our	two
get	now	out	who

back	from	made	this
been	into	much	well
came	just	over	went
down	like	them	when

call	make	some	what
come	must	then	will
here	only	were	your

about	could	little	more	right	there	where
before	first	look	other	their	want	which

Magic 100 Words Record Form

Name: _____ Age: _____ First Test Date: / / Score: /100

Teacher: _____

Gold

a	I	it	the
and	in	of	to
be	is	that	was

Red

all	but	he	on	they
are	for	her	one	we
as	had	his	said	with
at	have	not	so	you

Blue

an	do	if	my	or
by	go	me	no	up

Green

big	has	off	see
can	him	old	she
did	new	our	two
get	now	out	who

Orange

back	from	made	this
been	into	much	well
came	just	over	went
down	like	them	when

Indigo

call	make	some	what
come	must	then	will
here	only	were	your

Violet

about	could	little	more	right	there	where
before	first	look	other	their	want	which

Suggestion: test each term and record with a different coloured pen.

Date: / /

Number correct

/100

Date: / /

Number correct

/100

Date: / /

Number correct

/100

Date: / /

Number correct

/100

Teacher

Teacher

Teacher

Teacher

Writing Error Analysis Record Form

Year:

Year: _____

[illegible]

Magic 100 Words

Individual Progress Record Form

Student Profile

1-100 Words

Name: _____ Date of Birth: _____

Teacher: _____ Teacher: _____ Teacher: _____

Year: _____ Year: _____ Year: _____

Levels	Record of progress, areas of need, confusions, reversals, etc.	Recognises and names words	Date assessed	Identifies & reads words in text	Date assessed	Spells words correctly	Date assessed	Uses the words in written work	Date assessed
Gold									
Red									
Blue									
Green									
Orange									
Indigo									
Violet									

Magic 100 Words Class Record Form

Teacher: _____

Class: _____

Year: _____

Name:

[illegible]

Through playing MIOOW games, my first year child has learnt more than ever before. Many learn all of the 100 words in a single year or even less!

MIOOW

Magic 100 Words

Magic Words is a great way of effectively engaging children in the enjoyment of learning. Magic Words is a brilliant recovery method.



MIOOW Magic 100 Words uses a variety of exciting activities and card games to reinforce the most frequently used words in reading and writing.

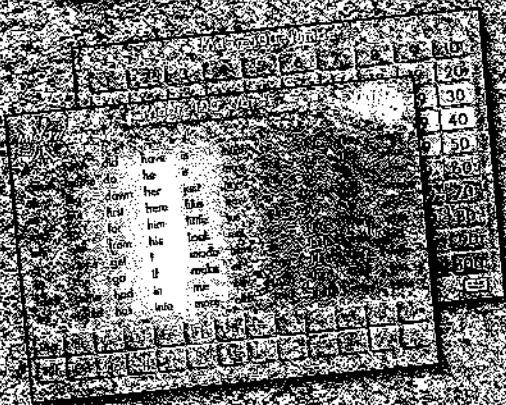
Magic 100 Words (1-100 words) and More Magic Words (101-200 words) have been designed and developed by Marcello Ruffo, an experienced Classroom Teacher, Education Consultant and Psychologist. These Learning Centres Resource Manuals and magical sets of Playing Cards use accelerated learning techniques to:

- increase fluency
- develop comprehension
- rapidly improve reading

The manuals, together with the MIOOW Magic Words Playing Cards, provide teachers and parents with hundreds of simple, easy-to-use literacy activities.

One of the most valuable, exciting resources I've used. British colleagues begged me to leave them my Magic Words!

— Marion Glynn
Vice-Principal and Principal



Australian Made

www.magicwords.com.au



Wizards and Lizards

Finish

Start Here

your	you	with	will	who	which
they	this	to	two	up	want
there	then	them	their	the	that
on	one	only	or	other	our
old	off	of	now	not	no
is	it	just	like	little	look
into	in	if	I	his	him
did	do	down	first	for	from
could	come	can	came	call	by
a	about	all	an	and	are