



THERESE BALL

Feature
DAYS
WEEK

live wish home very best

think read

MIOOW

More Magic Words

give kind play many good

Learning Centres Resource

Reading & Writing Skills

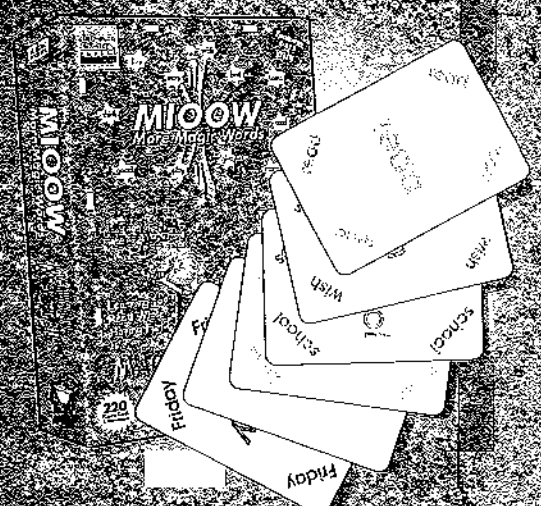
Marcella Reiter

MIOOW More Magic Words together with MIOOW Magic 100 Words make up the 200 most frequently used words in reading.

Learning to
Read While
Having Fun
is ...

MAGIC!! us any read wish say know am day

The manual creates MIOOW More Magic Words Playing Cards for pleasurable learning of the words quickly and easily while having fun.



Dedicated to:

Ted, Imelda, Vanessa, Brendan, Janine,
Dermot and Gabrielle, who enrich my
journey beyond words.

Acknowledgments:

To all the students, teachers, parents,
colleagues, family and friends whose
enthusiasm and passion for Magic 100
Words inspired 'More'.



INTERNATIONAL

Published by:

Magic Words International Pty Ltd
ABN 66 801 339 768
PO Box 5222
Mordialloc Vic 3195
Tel: (03) 9587 2395
Fax: (03) 9587 2814
www.magicwords.com.au

A percentage of profits from this manual
is donated to children's charities.

First published 2003

© Magic Words International Pty Ltd 2006

ISBN 0 9578 306 2 9

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Printed in Australia

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Learning Centres Resource

by Marcella Reiter

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Introduction

Research

Readers will be well aware that research consistently shows that early literacy competence correlates highly with positive long-term academic, economic and social outcomes. An added bonus comes in heightened self-esteem, an essential ingredient for successful living. The converse also applies: failure to gain this early competence correlates highly with compounding negative outcomes.

As there is limited time in the early years of schooling to develop life-long literacy skills, it is crucial that every child be taught with the most effective tools and methodologies available, to help master the complex task of reading and writing.

New Zealand educationalist, Mary Andrew, noted that:

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)

English has 100 of these commonly occurring words that, on average, make up half the words one reads. The rapid mastery of these 100 words contributes considerably to any student's progress toward literacy.

Those familiar with the MIOOW® Magic 100 Words resources, will be aware that it concentrates the student's attention on precisely these 100 words using a variety of games and activities. MIOOW® is the acronym for **Magic 100 Words**. Through the fun and interaction of these accelerated learning activities, reading, fluency and comprehension skills can be greatly enhanced. Rapidly increasing the number of exposures to these important words promotes storage in long-term memory and easy recall.

MIOOW® More Magic Words Resources

This manual together with the MIOOW® More Magic Words playing cards – builds on the foundations established by MIOOW® Magic 100 Words.

It concentrates the student's attention on the next 100 most commonly used words in English (Davidson and Wicking, 1994), thus providing the student with immediate command of, according to some estimates, approximately two-thirds of the words encountered in general reading. It retains all the excitement, interest and fun of the original, using the same strategies and employing similar games.

Automaticity and Comprehension

The MIOOW® literacy activities and educational card games promote automaticity – the instant recognition and enunciation of words – which significantly increases fluency, flexibility and comprehension in reading.

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

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 MIOOW® strategies provides teachers and parents with a sequential and systematic approach to explicitly teach these essential words.

Working Memory

The mechanisms determining how new information is examined, categorised and absorbed, and new skills mastered (working memory) and how this knowledge is stored and retrieved for later use (long-term memory), are part of the unfolding discoveries of cognitive psychology.

Think of the effort and concentration involved as children learn to do up 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. The same could be said for acquiring any new skill, even as an adult. Think about learning to drive a manual car, or juggle balls. Eventually, the task becomes compacted and stored in long term memory. A person is then able to tie up laces easily, drive the car, or juggle the balls automatically, even while talking to others or focusing on other things.

Anyone who has listened to unskilled readers stumbling along the page, making lots of mistakes, knows that their comprehension of what they read is likely to be shattered by the amount of cognitive effort that is being diverted to the task of saying words. If these children were able to read quickly and accurately, then the extra mental energy saved by not having to struggle with each word could be applied to comprehending what they read, which is what reading is all about. (Nicholson, 1998)

In summary, storing the frequently used words in long term memory, so that they can be automatically retrieved, 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)

Magic Memory and *Spiders and Spells* are ideal recognition games before moving onto complex retrieval activities such as *Beat the Clock*, *Wish* and finally the challenge of writing.

Learning Rates

The effectiveness of MIOOW® results, in part, from its acknowledgment of the fundamental differences in the rate at which people learn. Essentially, we all move along the road of learning at different speeds. Teachers and parents intuitively know this from their personal experience and from observations of their children. Some children master a new word in just a few exposures, while others need to see a new word hundreds of times before they can read and write it competently.

Learning Styles

Children from an early age 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.)

Visual, Auditory and Kinesthetic comprise the most fundamental styles.

Visual learners tend to prefer learning through seeing things. They like to read, take notes, use mind mapping and diagrams. Pictorial clues and instructions are a preferred way of receiving and expressing information. In learning new words they are best presented in written form, preferably in colour, or by the learner visualising them in their mind. The coloured MIOOW®

cards and graded levels, 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 audiotapes. 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 them in context assists auditory learners. They enjoy games like *Wish* and *Sentence Building* where the words are called and spoken.

Kinesthetic or haptic learners tend to learn through their senses using movement and action. Very often this is the preferred style of boys, but does not exclude girls. They like to stand, pace and move around while they are thinking and learn best 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 sand tray, tracing it on sand paper, 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 cards is of great value to kinesthetic learners as they are physically involved in the activities. These learners delight in games such as *Wild Word*, *Spiders and Spells*, *Look-Say-Cover-Write-Check*, *Simultaneous Oral Spelling (S.O.S.)* and in performing *Magic Tricks*.

The more senses engaged during learning, the easier and more efficiently it can be processed into long term memory. Teachers who present material in a range of different ways are more likely to cater to individual learning styles.

Whole-Brain Learning

Our brains are divided into two halves, the left and right hemispheres. The left brain generally specialises in logic, analysis, words, numbers, speaking, and writing, and sees the small details; the right

hemisphere looks after creativity, imagination, art, music, and colour, and sees the whole picture. Learning activities that engage both hemispheres greatly accelerate learning. The MIOOW® resources deliberately employ games, fun,

movement, colour, matching, recalling, speaking, listening, visualising, imagining, guessing and interaction to stimulate both hemispheres of the brain and significantly increase the learning of these essential words.

*I hear and I forget,
I see and I remember,
I do and I understand*

Ancient Chinese Proverb

Learning Centres and Literacy Activities

Philosophy

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 explicit, targeted 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 reading to children, oral language, reading, 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.

The MIOOW® More Magic Words – Learning Centres Resource is designed to reinforce, consolidate and extend mastery of the More Magic Words (101–200) and building upon the Magic 100 Words (1–100) within the literacy session.

It is recommended that teachers using the MIOOW® 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 MIOOW® Word 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. It enables the selection of a number of familiar words – about nine – together with about three words with which the child is unfamiliar or hesitant. These 12 words then form the initial basis of the child's learning. Once total familiarity with the new words is achieved, remove three (initially) familiar words and 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 Words form a nucleus that can explode into thousands of additional words.

The 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.

The sequential MIOOW® activities assist teachers and students to move systematically through the 12 levels toward mastery of the 200 most frequently used words in English. These practical, highly focused activities can be easily used with the whole class, small groups or individuals.

MIOOW® More Magic Words Levels

The five levels, each containing 20 words, are: Pink, Purple, Aqua, Lime and Lemon.

Making Learning Centres

The MIOOW® Literacy Activities are designed to be:

- Photocopied onto coloured paper or card appropriate to each level
- 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.

Assessment, Recording & Reporting

The MIOOW® More Magic Words Recognition Test, Writing Error Analysis and Magic Words 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.

I have kept this story because it is the first time I have spelt because right and other hard words

Parents

It is important to encourage parents to be involved in their children's literacy development. 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 of literacy activities in the classroom, and reinforce and consolidate the activities at home with their children.

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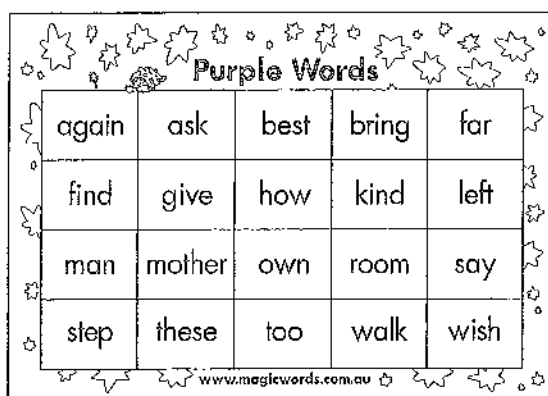
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Making the Most of More Magic Words

Level Placements

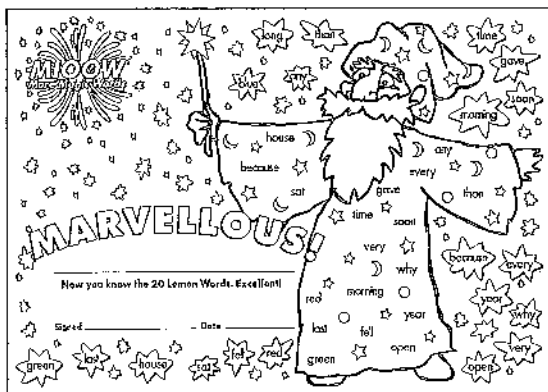
MIOOW® More Magic Words features five levels – Pink, Purple, Aqua, Lime and Lemon. *MIOOW® Magic 100 Words* (sold separately), has seven levels – Gold, Red, Blue, Green, Orange, Indigo and Violet. *MIOOW® Magic 100 Words* and *More Magic Words* together build 12 levels of progression towards mastering the 200 most frequently used English words. The level placemats can be used in a number of ways:

- Placemats can be made for school and home so that the child is constantly being exposed to the set of words he/she is learning.
- Bingo cards allow the teacher or small group leader to either call the word, or, for beginners, display the **MIOOW®** card allowing them to match the word.
- Matching activities can be made by copying the board twice and cutting out the words from one board for sorting and matching on the other.



Certificates

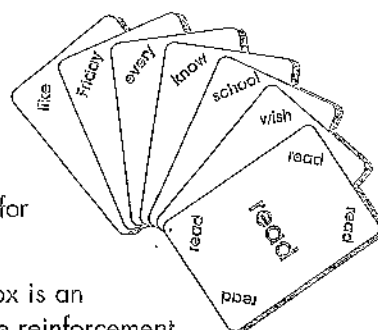
A certificate is provided for each level, to celebrate the learning of the words in that level. It is important to ensure that recognition games and activities always precede retrieval activities. The child should be awarded the certificate as soon as he/she is able to name each of the words in the level, as opposed to being able to spell them correctly in written work, which is a much more complex skill. The words are



printed on the certificate, providing further reinforcement and consolidation at home with family and friends. The MIOOW® More Magic Words Certificate is awarded when a child has completed all five levels.

MOOW® Card Games and Activities

Learning Centres use a variety of literacy activities to reinforce, revise and consolidate literacy concepts, according to the individual needs and learning styles of each child.



Additional games to those in the MIOOW® card set and literacy activities are provided for use in Learning Centres.

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

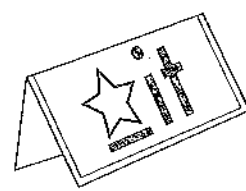
Sorting Activities

These activities have been designed to encourage children to focus on the particular patterns and features of words:

- Words in Words. Sort for words that DO contain another word, for example: mother, sing, home, and those that DON'T: best, people, school.
- Days of the Week.
- Number of Letters in Each Word (2-7).
- Tricky Words to Spell and Easy Words to Spell.

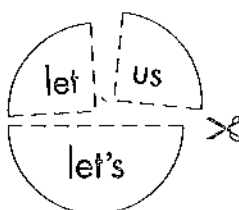
Words in Words

Word cards are folded so children can see the small words contained within larger words. The reverse side allows for self-correction. These are particularly helpful for visual learners who often remember how words look and use mnemonic clues to help with spelling.

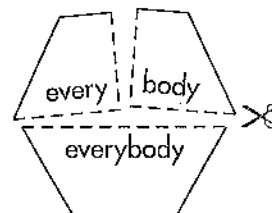


Contractions and Compound Words

This encourages children to sort and match the two words with their corresponding contraction or compound word. Extension activities may include looking for contractions or compound words in



text, putting them in sentences, stories or poems, and taking part in various oral activities.



Spiders and Spellz Game

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 as students move along the squares.

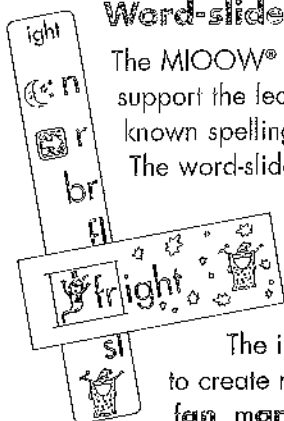


Word-slides for Onset and Rime

The MIOOW® card games and literacy activities support the learning of orthographic analogies – using known spelling patterns to spell new words.

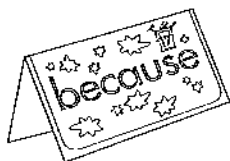
The word-slides expand spelling skills through onset and rime. These activities are an excellent way to increase a child's word knowledge and the ability to "make and break" words.

The initial sound is put with a constant rime to create new words, for example *an, ban, can, fan, man, pan, ran, ten, van*.



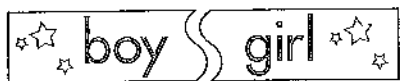
Jumble Placecards

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!



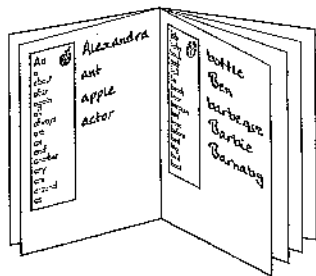
Homophones and Opposites

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



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.



SOS – Simultaneous Oral Spelling

This is a multisensory method of learning to spell, emphasising the combination of auditory, visual and kinesthetic modalities. A student must hear the word,

say the word out loud, spell it out letter by letter, write the word saying each letter as it is written and then read what has been written. (Thomson, 1996).

Magic Words Spelling Sheet

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.

Taskboard Templates

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



MIOOW® More Magic Words Recognition Test

Individually administered test to record a child's knowledge of the 101–200 most frequently used words. Instructions, test sheet and record form are all provided to assist with recording, evaluation and planning.

Writing Error Analysis

Formally analysing the students' spelling errors, approximately once a term, provides valuable information about their knowledge of the phoneme-grapheme system. Select one or more writing samples that have been re-read and edited by each 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.

MIOOW® Record Forms

Record-keeping sheets are provided to help teachers keep an accurate record of students' progress.

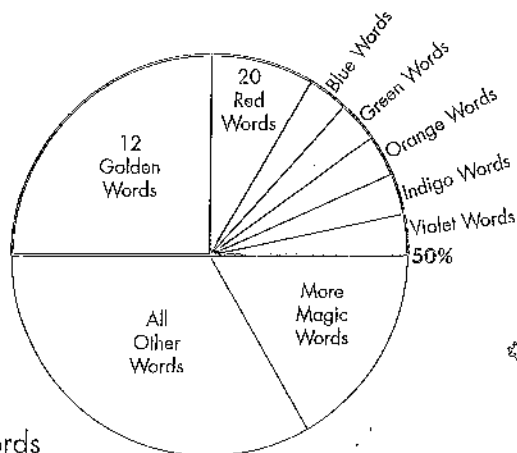


Important Words in Learning to Read and Spell

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

Gold

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



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

Red

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

The following 68 words – Blue, Green, Orange, Indigo and Violet levels, 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

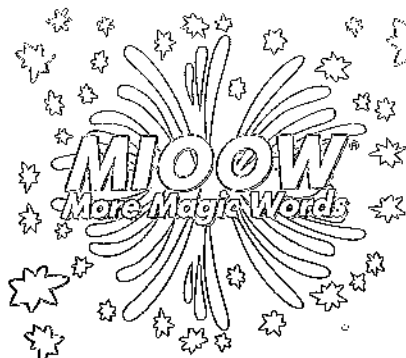
Violet

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



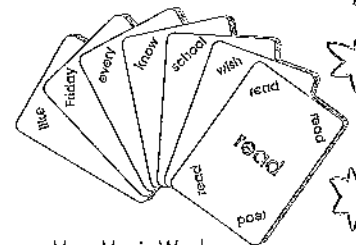
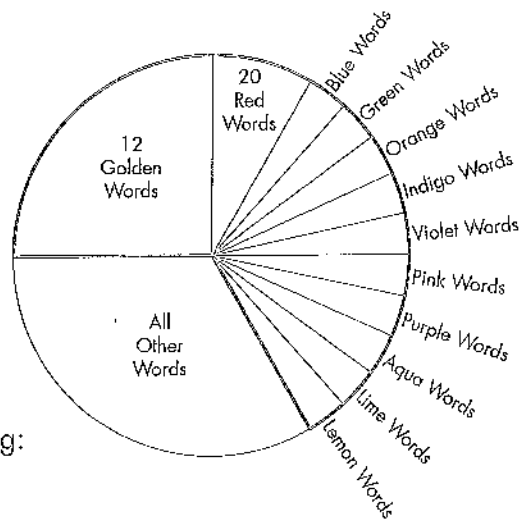
Magic 100 Words Playing Cards

www.magicwords.com.au



Important Words in Learning to Read and Spell

The following 100 words – Pink, Purple, Aqua, Lime and Lemon levels – together with the first 100 words, make up, on average, an estimated two-thirds of the words encountered in general reading:



More Magic Words Playing Cards
(Features Days of the Week)

Pink

after
am
boy
day
eat
five
fly
girl
good
help
home
jump
play
ran
read
saw
sing
sit
think
us

Purple

again
ask
best
bring
far
find
give
how
kind
left
man
mother
own
room
say
step
these
too
walk
wish

Aqua

always
away
bird
dog
fast
four
going
hand
keep
let
many
night
people
round
school
take
thing
tree
water
work

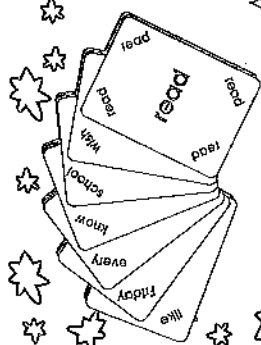
Lime

another
bad
black
don't
father
found
got
head
know
live
may
once
put
run
should
tell
three
under
white
would

Lemon

any
because
blue
every
fell
gave
green
house
last
long
morning
open
red
sat
soon
than
time
very
why
year

www.magicwords.com.au

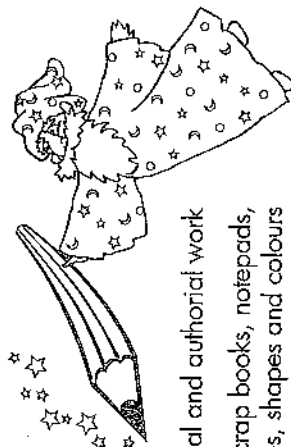


Learning Materials and Games

- Alphabet letters, tiles and blocks, alphabet stamps
- Books – picture books, library books, novels, class made books and students' 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
 - MIOOW® Magic 100 Words Playing Cards,
 - MIOOW® More Magic Words Playing Cards,
 - Scrabble, Boggle, Up Words

Writing Materials

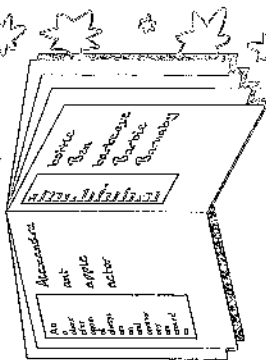
- Chalkboards and dusters
- Whiteboards and markers
- Paper, card, index cards
- Writing books for secretarial and authorial work
- Spiral pads, bulky pads, scrap books, notepads, "Post-It" notepads – all sizes, shapes and colours
- Coloured pens, pens, highlight markers, fluorescent pens, rainbow pencils (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

MIOOW® Magic Words Desktop Mat 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

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

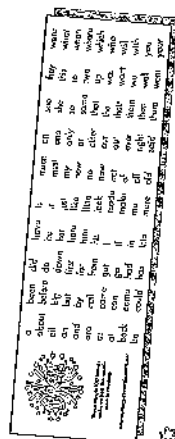
Signs

Word Mobiles

Word Walls

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, MIOOW® Word Recognition Tests
- Checklists of letters and sounds, high frequency words, phonograms, etc.



Pink Words

after

five

home

am

fly

jump

boy

girl

play

day

good

ran

eat

help

read

us

think

sit

sing

saw

Purple Words

again	ask	best	bring	far
find	give	how	kind	left
man	mother	own	room	say
step	these	too	walk	wish

Aqua Words

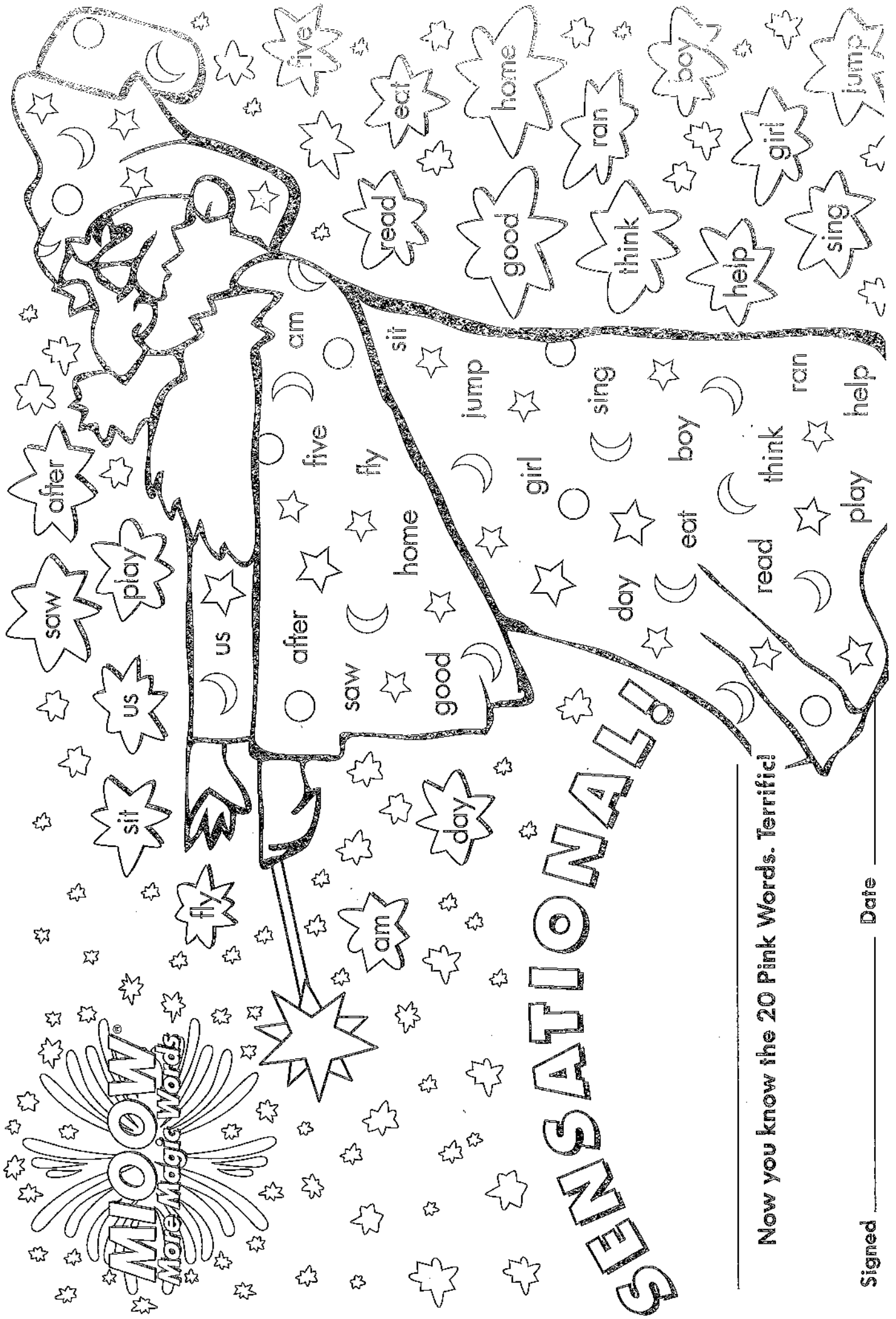
always	away	bird	dog	fast
four	going	hand	keep	let
many	night	people	round	school
take	thing	tree	water	work

Lime Words

another	bad	black	don't	father
found	got	head	know	live
may	once	put	run	should
tell	three	under	white	would

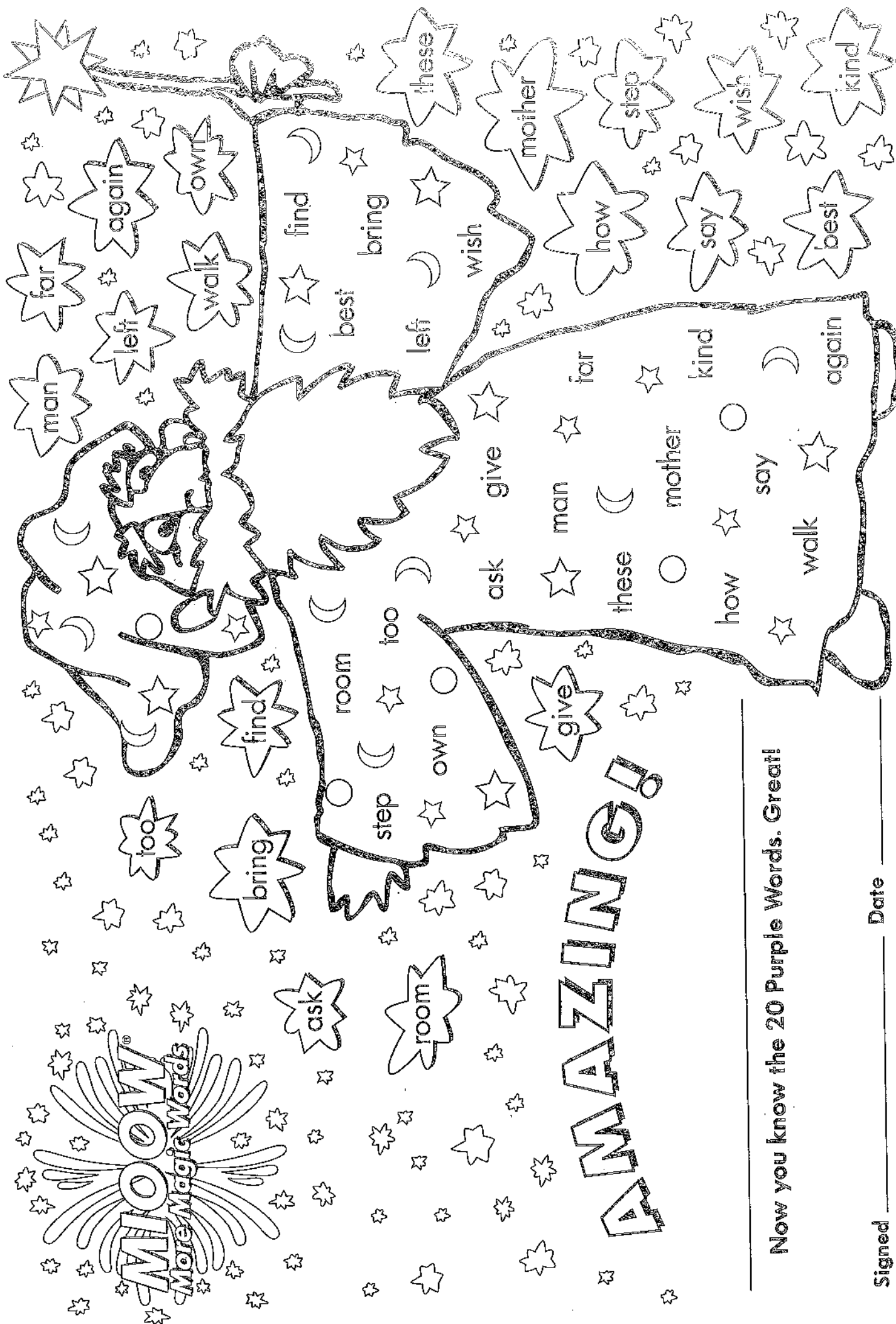
Lemon Words

any	because	blue	every	fell
gave	green	house	last	long
morning	open	red	sat	soon
than	time	very	why	year



Now you know the 20 Pink Words. Terrific!

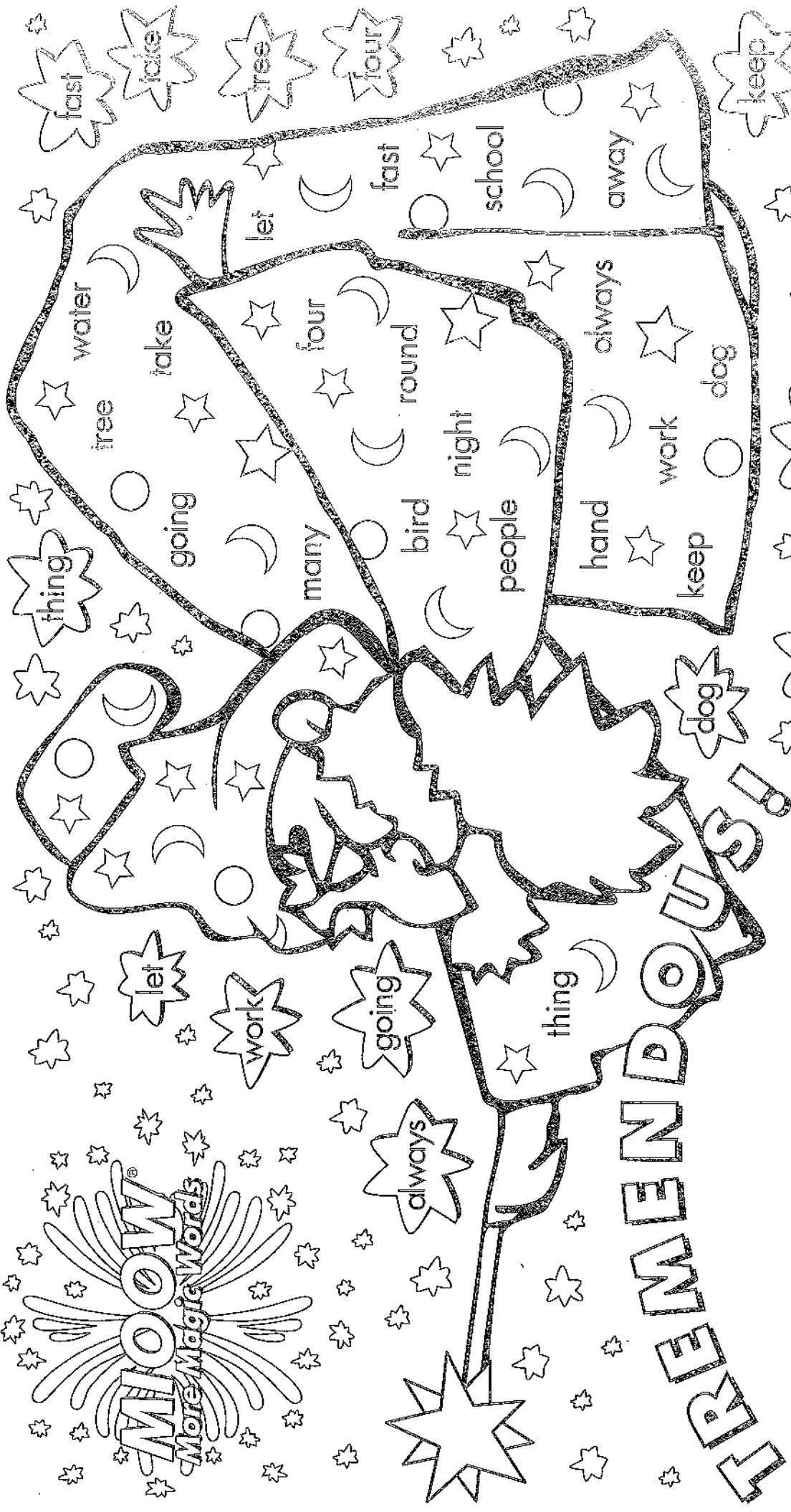
Signed _____ Date _____



AMAZING!

Now you know the 20 Purple Words. Great!

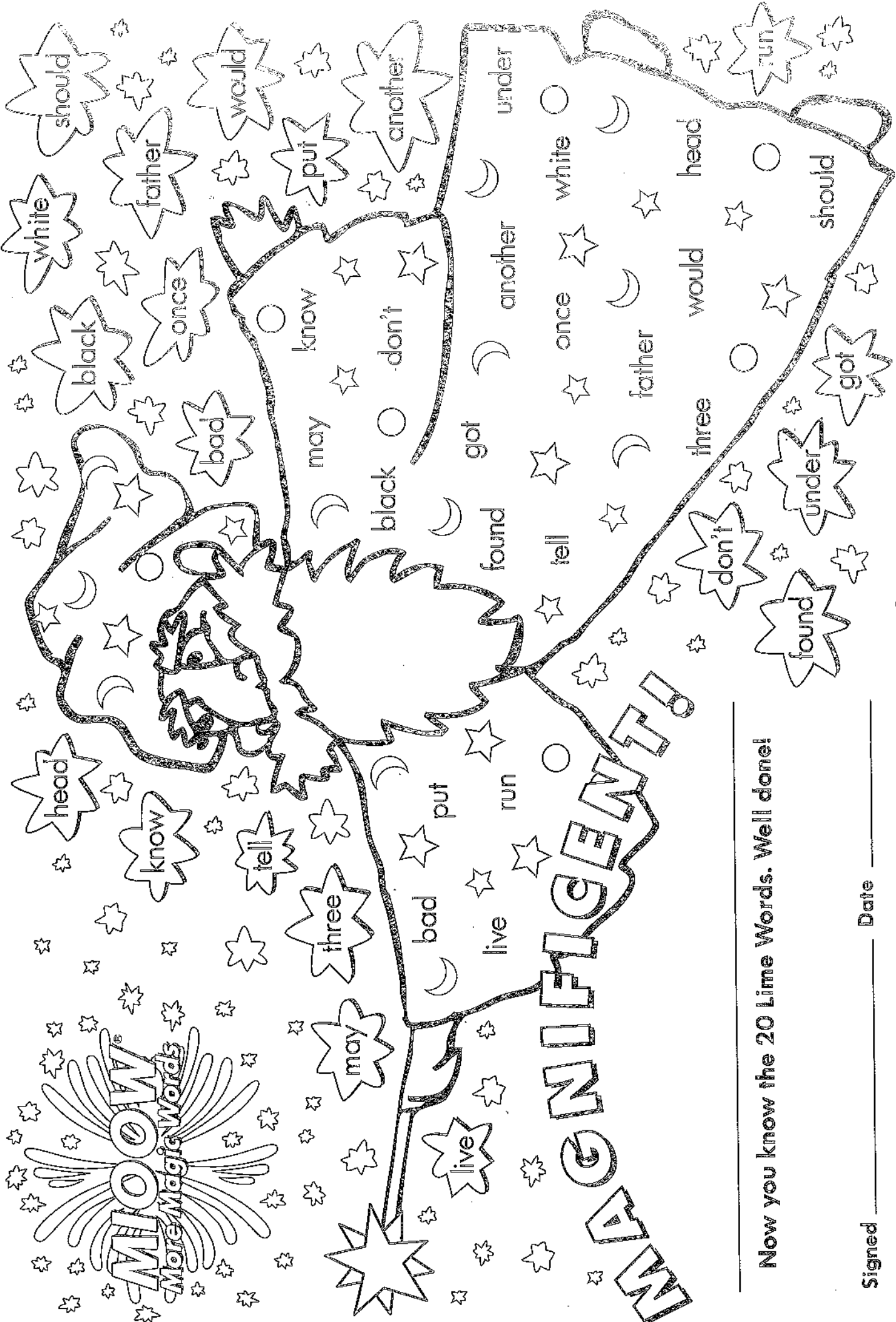
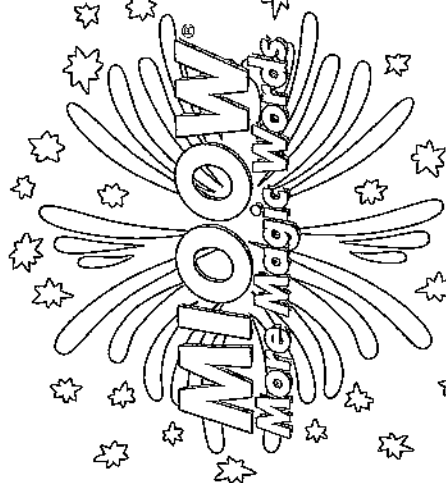
Signed _____ Date _____



TRE MENDOUS!

Now you know the 20 Aqua Words. Fantastic!

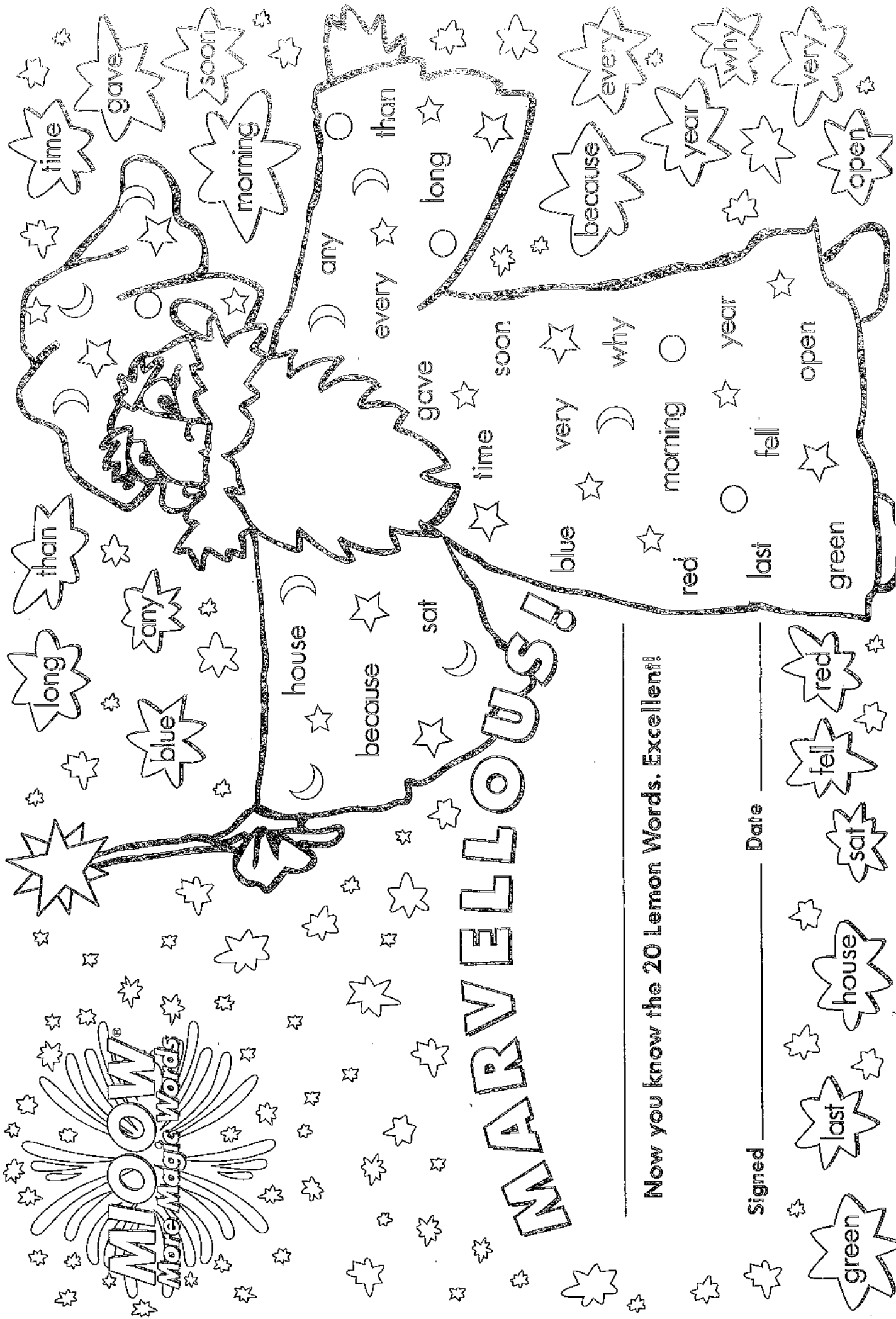
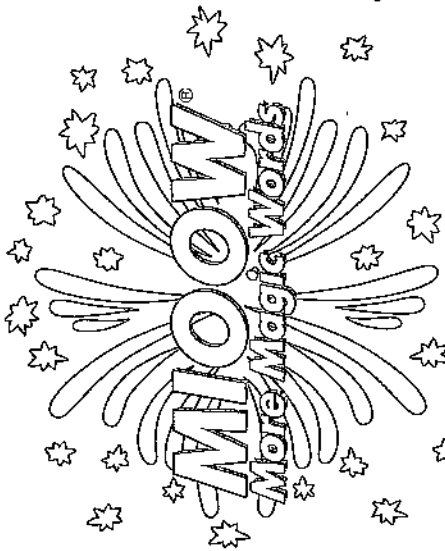
Signed _____ Date _____



AWESOME!

Now you know the 20 Lime Words. Well done!

Signed _____ Date _____

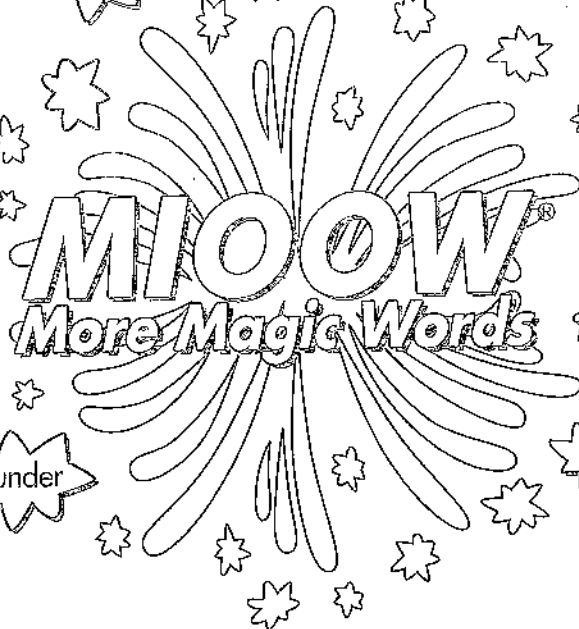


MARVELLOUS!

Now you know the 20 Lemon Words. Excellent!

Signed _____ Date _____

green last house sat red fell sat house last house sat red



Together with the first Magic 100 Words, these words total an estimated two-thirds of words in reading.

www.magicwords.com.au





Magic Memory

Players - 1 or more
Cards - 6 or more pairs

- Start by placing the well-shuffled pairs in neat rows and columns, face down on a table.
- Play begins with one player turning over any 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 any two cards.
- Play continues with each player in turn searching for matching pairs. An extra turn is given each time a player has successfully used his/her "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.



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 simply as the "pile".
- Play begins with one player saying to the group:
"I wish, I wish _____ naming a card in their hand
was here
I wish, I wish _____ some card
would appear"
- 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 picks up an extra card from the "pile".
- The winner is the player with the most number of pairs at the end of the game.



Days of the Week Games 1

Players - 2
Cards - 7 pairs of the
Days of the Week

Activity 1

Introduce the cards one at a time. Show that each word ends with **day**. Then cue players to the initial sound, letters or words as a clue to reading the word.

F = Friday, **Th** = Thursday, **Sun** = Sunday, **Sat** = Saturday

Activity 2

Play **Magic Memory**, naming the cards each time they are turned over, to promote familiarity.

Activity 3

Play **Wish** so that players become familiar with asking and naming each of the days.



Days of the Week Games 2

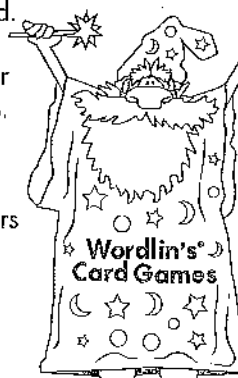
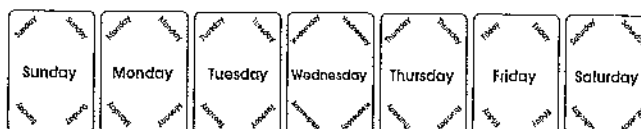
Players - 2
Cards - 7 pairs of the
Days of the Week

Activity 4

Place cards face-up in order from Sunday to Saturday. Turn down one card. Players must look at the set and call out the name of the missing day. The winner is the first to name the missing day. This player then invites the other player to turn away while they turn down another card and play continues.

Activity 5

Divide the seven pairs of the words between two players. Each player then lays out the seven single days face down in front of themselves. Players then race to turn the cards over and place them in the correct order.

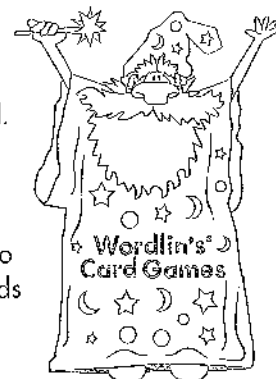




Wild Word

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 stockpile.
- If no pair is made, the player places the card in his/her hand. He/She then holds the hand ready for the player to his/her 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".



Cloze

Players - 1 or more
Cards - 3 or more



- Choose any number of Magic Words that are being learnt.
- Write a sentence using each of the 10 words (more than one of the words can be used in a sentence). Eg:

I am kind to my dog

- Cover the Magic Word or Words.
- Read the sentences filling in the missing Magic Words.

Variation

Ask a partner to try to read the sentences filling in the missing words:

I am  to my 



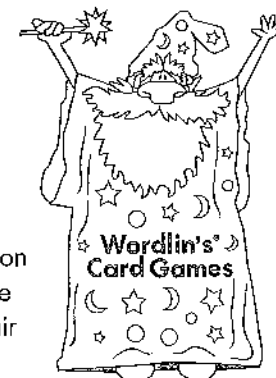
Magic Word Trick

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 and the other on the bottom of the set before beginning. The Magician then asks a person in his audience to split the pile and show the audience a card. 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.

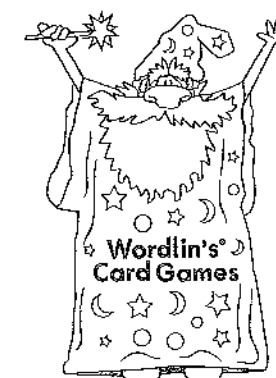
The Magician can then use any form of showmanship, like saying some magic words, shouting **MIOOW®** or waving a wand before fanning the cards face up on the table. The Magic Word will be found between the Magician's pair and can then be presented to the audience.



Wandering Words

- Select a set of cards.
- Sketch a shape and write the words from the cards end-to-end over the shape.

people walk fast every day many people walk fast every day many people walk fast every day many people walk fast every day





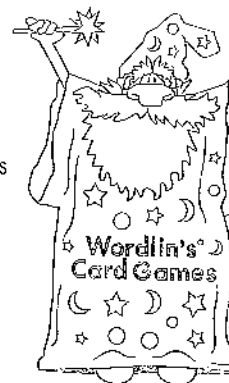
Alphabet Euchre

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 his/her hand trying to achieve the highest alphabetic place.
- The cards are valued according to their position in a dictionary.

That is, "after" has the least value and "year" 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.



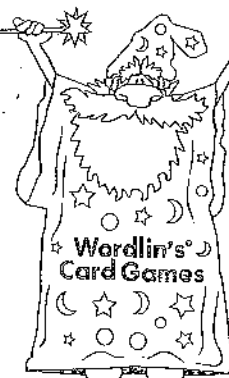
Jumble Words

Players - 1 or more
Cards - any card

- Select one of the MIOOW® cards - a long word is often better.
- Using only the letters in your word, see how many words you can make.
- Change the order of the letters, but only use a letter twice if it appears twice in the word.
- A dictionary will help you check the correct spelling of words.

a n o t h e r

- | | | |
|---------|----------|----------|
| 1. a | 10. the | 19. near |
| 2. an | 11. then | 20. hear |
| 3. ant | 12. at | 21. heat |
| 4. are | 13. ate | 22. hate |
| 5. no | 14. eat | 23. hot |
| 6. not | 15. tea | 24. rot |
| 7. note | 16. tear | 25. toe |
| 8. he | 17. rat | 26. ton |
| 9. her | 18. ran | 27. tone |



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 in 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 the magic word - eg. "Does it have four letters?" "Is it red?" - turning

the incorrect guesses face down.

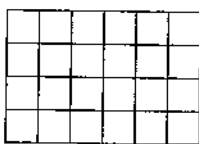
- When Player 2 thinks he/she knows the magic word he/she asks "Is _____ the Magic Word?" If this is correct the round is over and Player 1 then has his/her turn to "Guess What Word" is the Magic Word.
- The player who guesses the magic word by asking the least number of questions is the winner.



Word Search

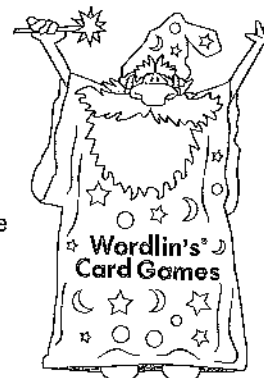
Players - 1 or more
Cards - 5 or more

- Select 10 MIOOW® cards
- Rule up a grid of squares. It will need to be as wide as the longest word and as high as the second longest word.



- Use as many of the words as possible to fill in the squares on the grid.

- Remember to list the words under the grid.
- Count any spaces that are left.
- Find a word with that many letters and write it in the remaining squares in the correct order.
- Make up a clue to help solve the mystery word and write down how many letters it has.
- Give your Word Search to a partner to solve.

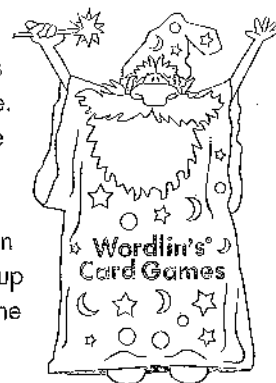




Magic Threes Trick

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 in – 1, 2 or 3. The Magician then carefully gathers the 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!



Wordlin's® Word

- The group leader hides a MIOOW® card – usually a new word while a child or class is not looking.
- The class or group then chants: "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 can take place to learn the new word.



SOS

Simultaneous Oral
Spelling

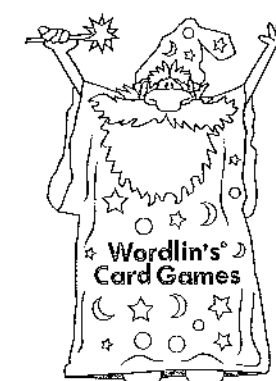
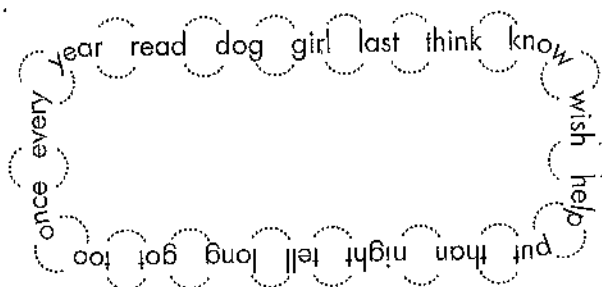
- Select a Magic Word – use any of the MIOOW® playing cards.
- Look at it carefully and say the word out loud.
- Name the letters and say the word.
O-n-c-e = once
Do this three times.
- Write the word with a rainbow or coloured pencil, naming each letter as it is written, then say the word. Do this three times.
- Repeat this over several sessions.
- Finally, write the word from memory.



Word Chain

Cards – any number

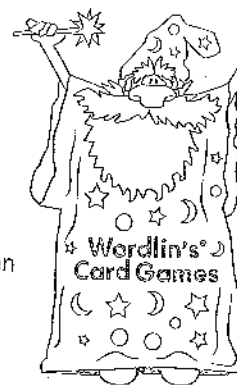
- A set of cards is given to each child.
- The task is to make the longest possible word chain by using the last letter of one word to match up with the first letter of the next word.





Look-Say-Cover-Write-Check

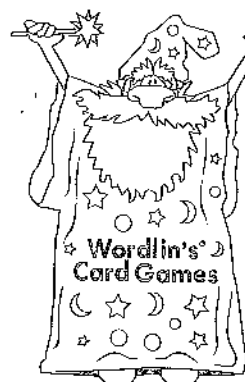
- Take one card at a time from the given set of words that are being learnt.
- Look at the word.
 - Count how many letters are in the word.
 - Look for words in words.
 - Spot any tricky parts in the word.
 - Close your eyes and see it in your Magic Memory.
- Say the word three times while looking at the card.
- Cover the word by turning the card face down.
- Write the word using a coloured or rainbow pencil.
- Check by turning the card over, to see if it has been written correctly.
- Do the same with the remaining cards.



Alphabetical Order Activities

- Place a given set of MIOOW® cards in alphabetical order.
- Shuffle the MIOOW® cards and time how quickly they can be put into alphabetical order.
- Shuffle and sort cards into alphabetical order three times and record the quickest time.
- Write your words in alphabetical order in a word study book.
- Play Alphabet Euchre with a partner.

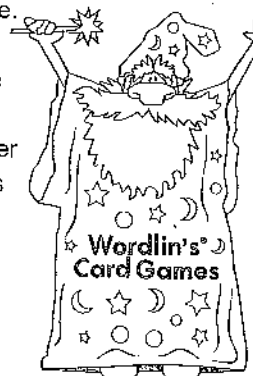
a b c d e f g h i j k l m
n o p q r s t u v w x y z



Magic Pairs

Players – 2 or more
Cards – 2 sets of
MIOOW® More Magic
Words cards to provide
two pairs of each word

- Select a set of words and ensure there are two pairs 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 he/she wins the matching piles and the pool.
 - Once a player has turned all his/her cards he/she is out of the game.
 - Play continues until one player is left with the pile of cards and wins.

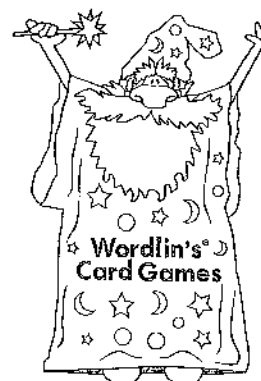


Mystery Messages

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

I have four letters and an **ear**: _____ (year)
I have five letters and a **ring**: _____ (bring)
Add **fat** and **her**: _____ (father)
Add **man** and **y**: _____ (many)
Take the **f** off **fast** and put in **ll**: _____ (last)
Take the **n** off **now** and put in **h**: _____ (how)

- See if a partner can solve the Mystery Messages.





Make up a Sentence

Players - 2 or more
Cards - approximately
5 per player

- The aim of this activity is to put a given word into a sentence. Players may either write or say their sentences.
- Deal one card per player.
- Each player in turn must make up a sentence using the word on the card that has been dealt to him/her.
- More skilled players can be dealt two cards to put into the one sentence. Silly sentences are quite acceptable!
- When everyone has had a turn, gather cards together, shuffle them and deal again to each player, and play can begin once more.



Make up a Story (Individuals)

Players - 2 or more
Cards - 3 or more per
player, depending on
skill level

- The aim of this activity is to make up a story about anything, using the words on the cards dealt.
- Players are given time to think about or write a short story using the cards dealt to them.
- Each player in turn tells or reads his/her story to the others.



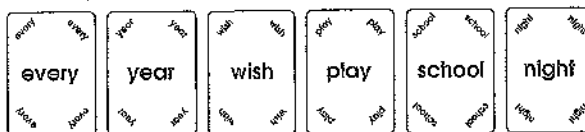
The black bird likes to sit in a tree and sing.



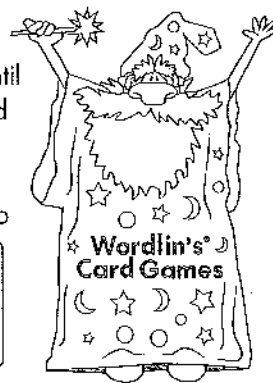
Make up a Story (Group activity)

Players - 3 or more
Cards - 12

- The aim of this activity is to make up a story about anything, using the words on the cards dealt.
- The cards are placed face up in the middle of the group, and a player begins telling the story (assisted if necessary) and must keep talking until he/she has used one or more of the words on the cards. Once a word has been used it can be turned face down.
- When the player says Pass, the player to the left continues the story. The player telling the story when the last card is turned down must also bring the story to a conclusion.



Every year I wish we could play at school until night



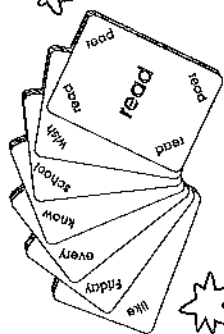
Beat the Clock (Rapid Automatic Naming)

Players - 2
Cards - 10
Clock, score pad
and pencil

- Select one or two new words to be learnt and about eight familiar words to total 10 cards.
- Place the cards face up in a row.
- Player 1 names the cards from left to right as quickly as possible.
- Player 2 checks that each word is said correctly and records the time taken by player 1.
- The initial time is recorded for each player and subsequent times that break a player's previous personal best (PB) are recorded.
- The aim is to say each word in less than one second, thus a total score of less than 10 seconds.
- When each word can be recalled in a response time of less than one second per word, select a new set of words and play again.



Sort and Say the Words



2 letter words

3 letter words

4 letter words

5 letter words

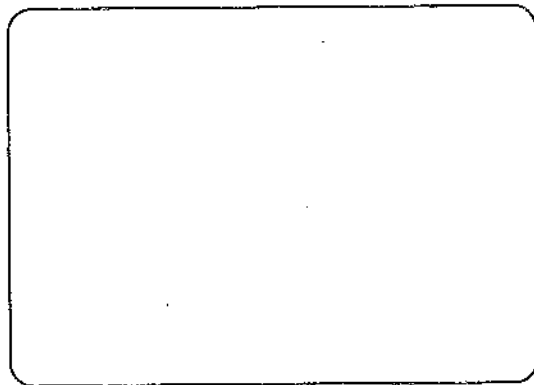
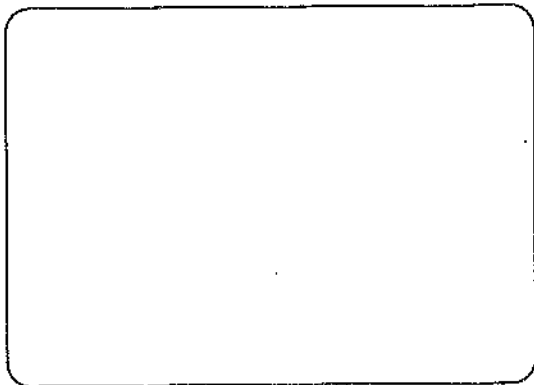
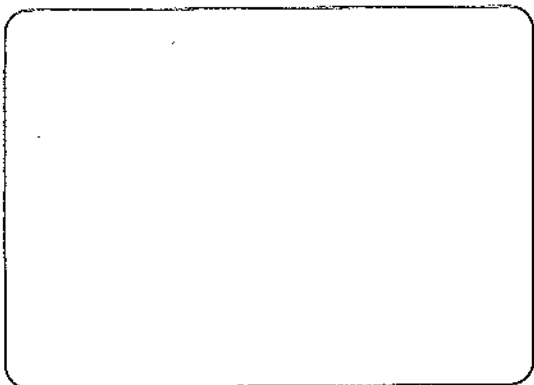
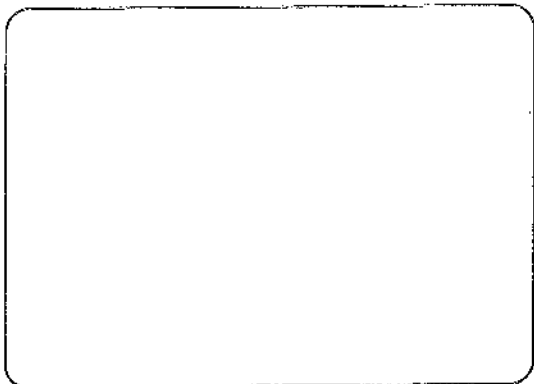
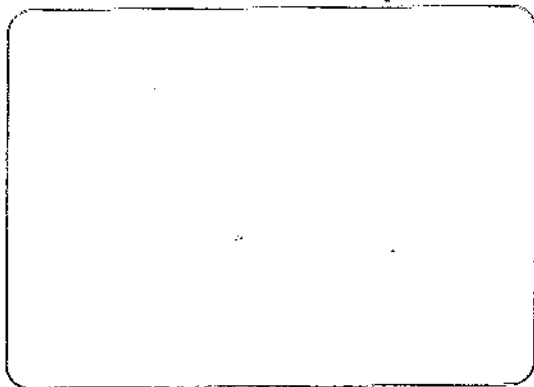
6 letter words

7 letter words

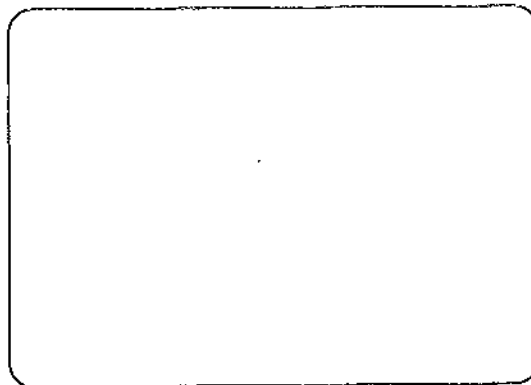
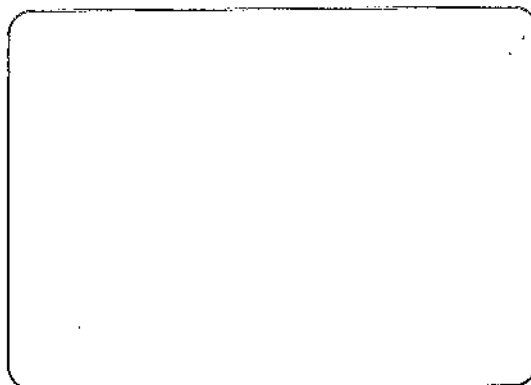
Enlarge to A3 size

Days of the Week

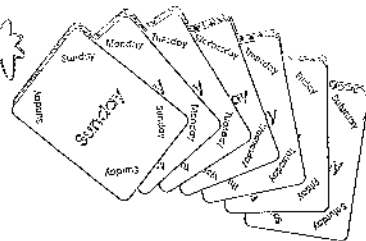
Enlarge to A3 size



Weekdays

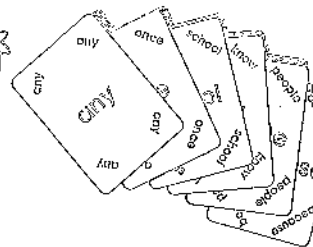


Weekend



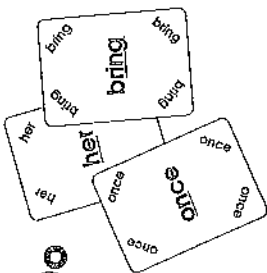
Easy Words to Spell

Tricky Words to Spell

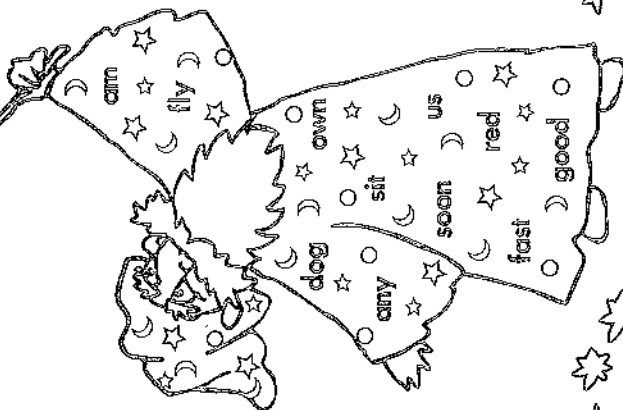
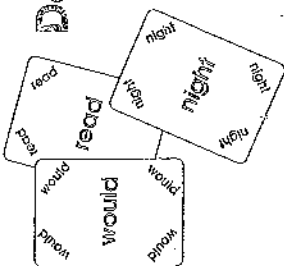


Words in Words

Do



Don't



Words in Words

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



uipbɒ
☆gain

skɒmp
☆☆ways

ʌnp
an☆

ask
as☆

ɔwpɔ
☆way

becɔuse
☆☆cause

blɒk
☆lack

bɪŋg
☆ring

eat
☆at

evɪrɪ
eve☆☆

fɒst
☆as☆

fɑðə
fat☆☆☆

Words in Words

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



puy
fin★

noy
★our

buio6
go★ ★ ★

poob
go★ ★

pudy
★and

eyoy
★ ★ me

now
★now

last
★as★

ynw
man★

gnimow
★or★ ★ ★ ★

mother
moth★ ★

once
on★ ★

Words in Words

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



open

☆pen

play

☆lay

sit

☆it

soon

so☆☆

than

☆☆an

these

the☆☆

thing

thin☆

think

☆☆in☆

time

☆☆me

white

☆hit☆

work

☆or☆

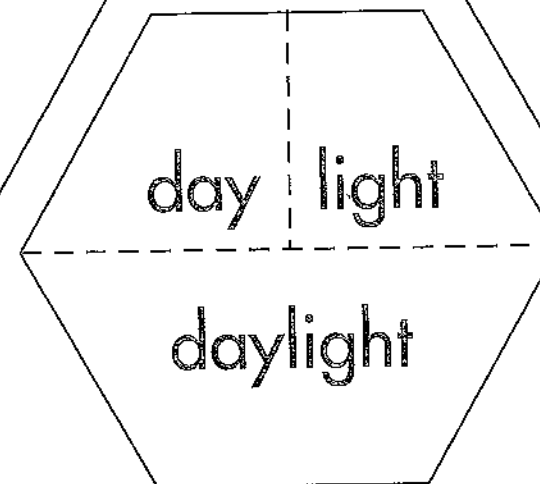
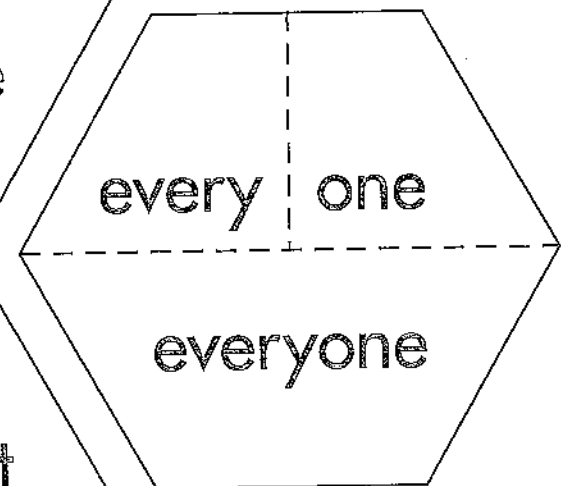
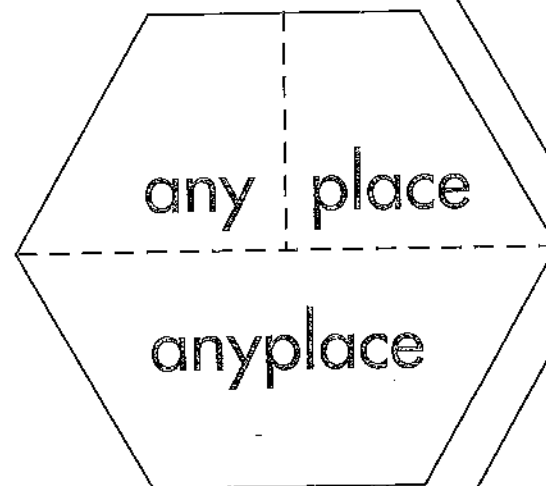
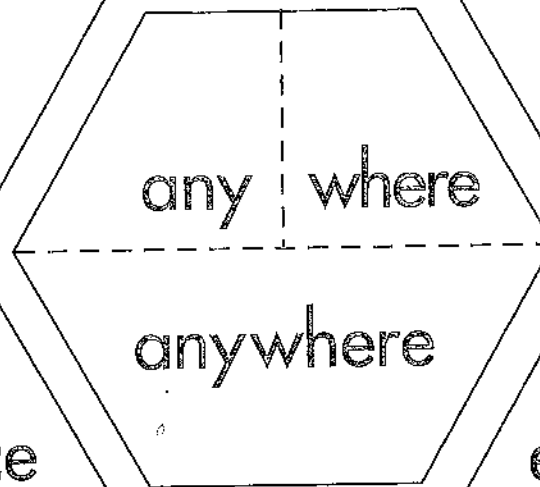
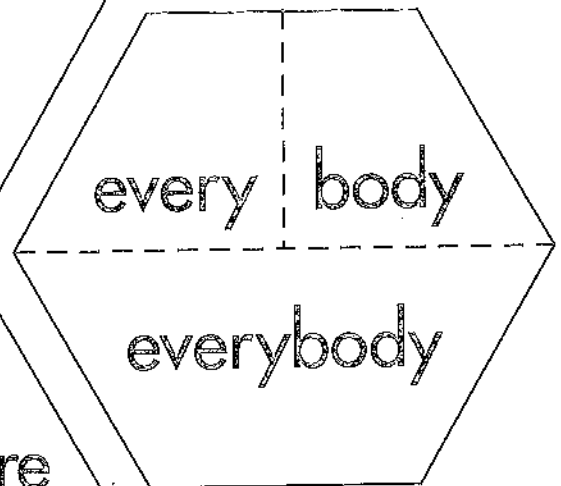
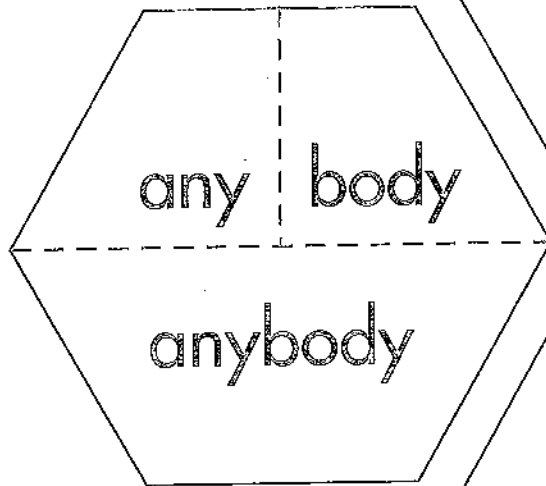
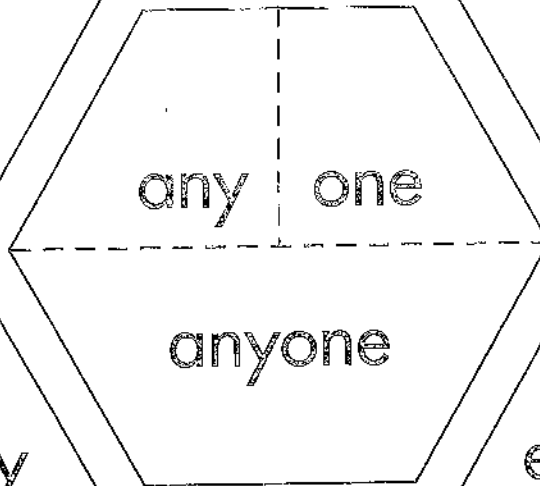
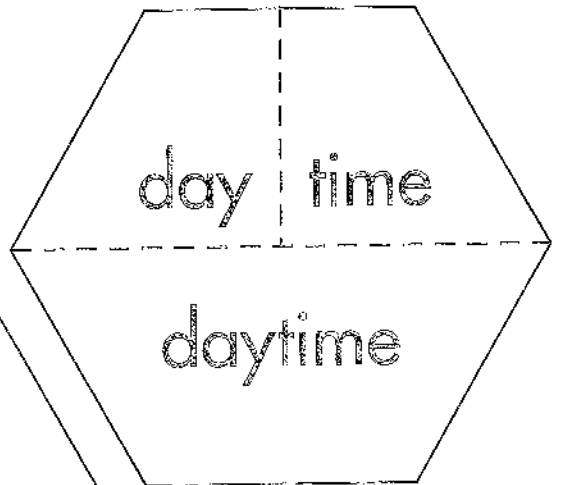
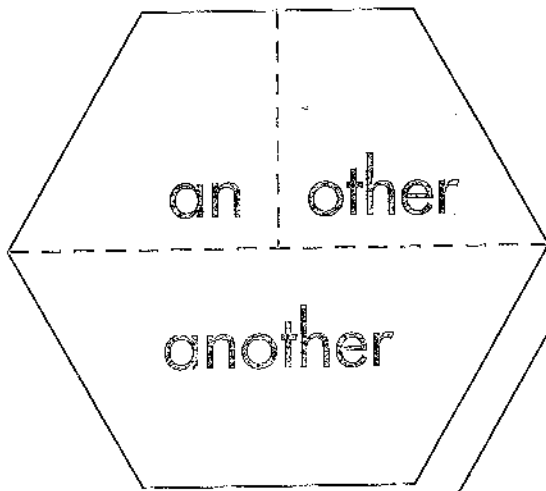
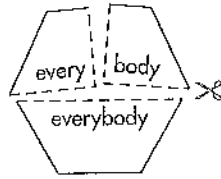
year

☆ear

Compound Words

Compound words are two whole words that are combined to make a new word.

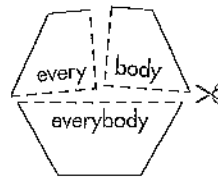
- Copy, laminate and cut out.
- Sort for words that match each compound word.



Compound Words

Compound words are two whole words that are combined to make a new word.

- Copy, laminate and cut out.
- Sort for words that match each compound word.



every | thing
everything

head | ache
headache

grand | father
grandfather

every | where
everywhere

head | set
headset

grand | mother
grandmother

girl | friend
girlfriend

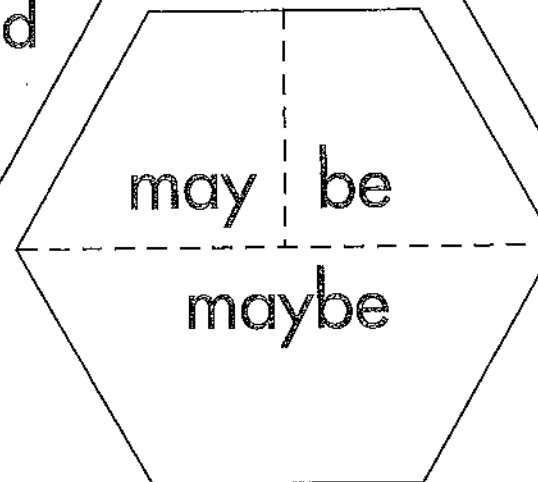
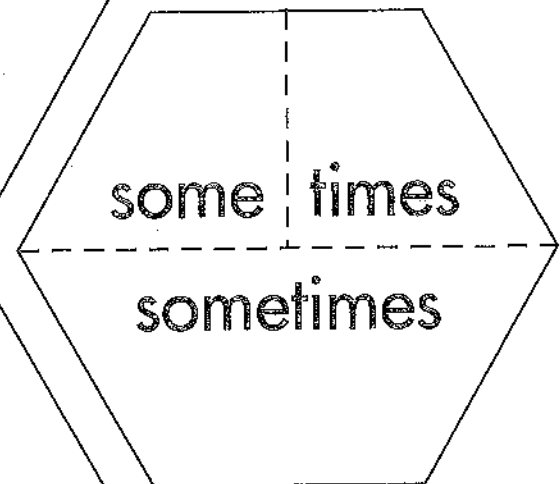
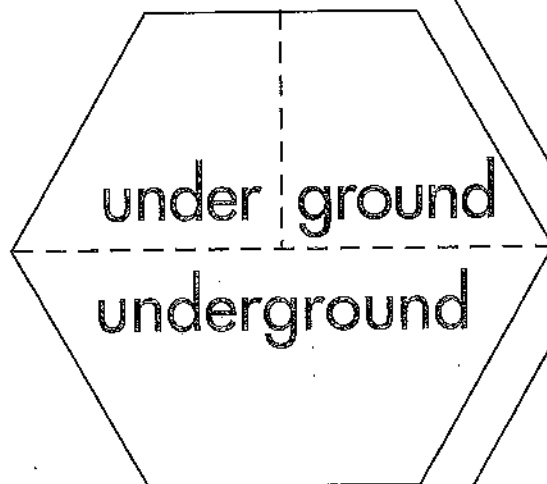
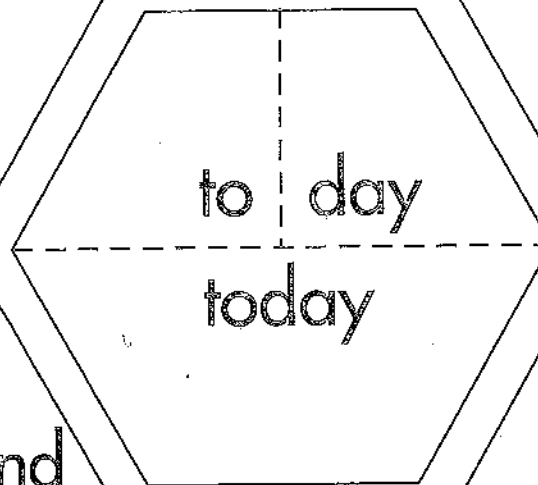
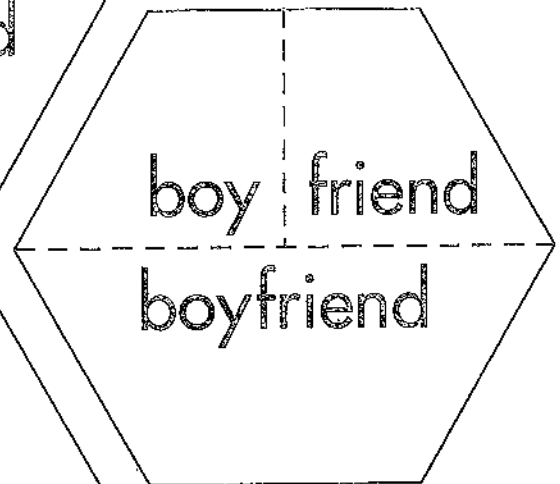
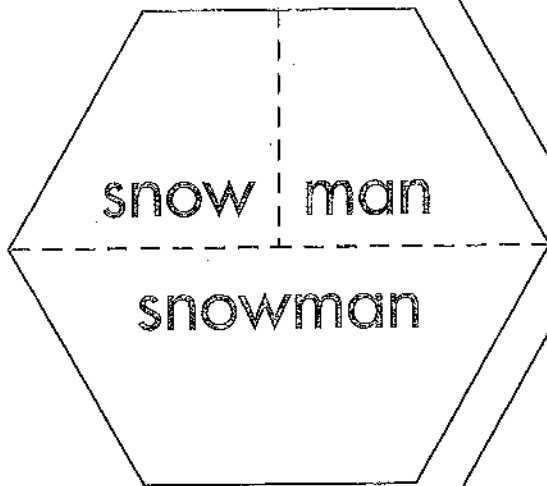
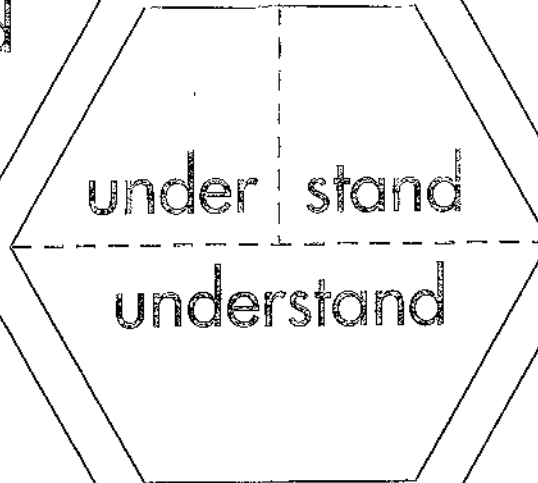
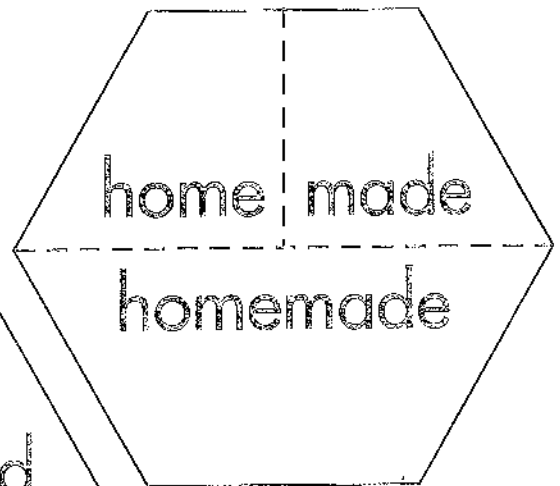
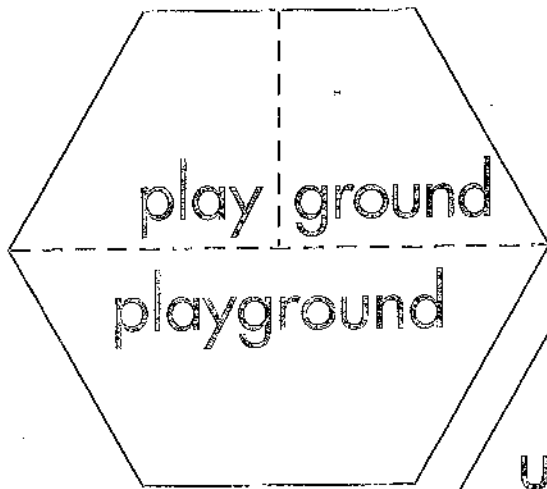
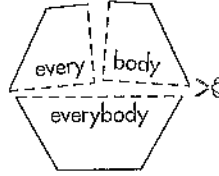
noon | time
noontime

hand | some
handsome

Compound Words

Compound words are two whole words that are combined to make a new word.

- Copy, laminate and cut out.
- Sort for words that match each compound word.

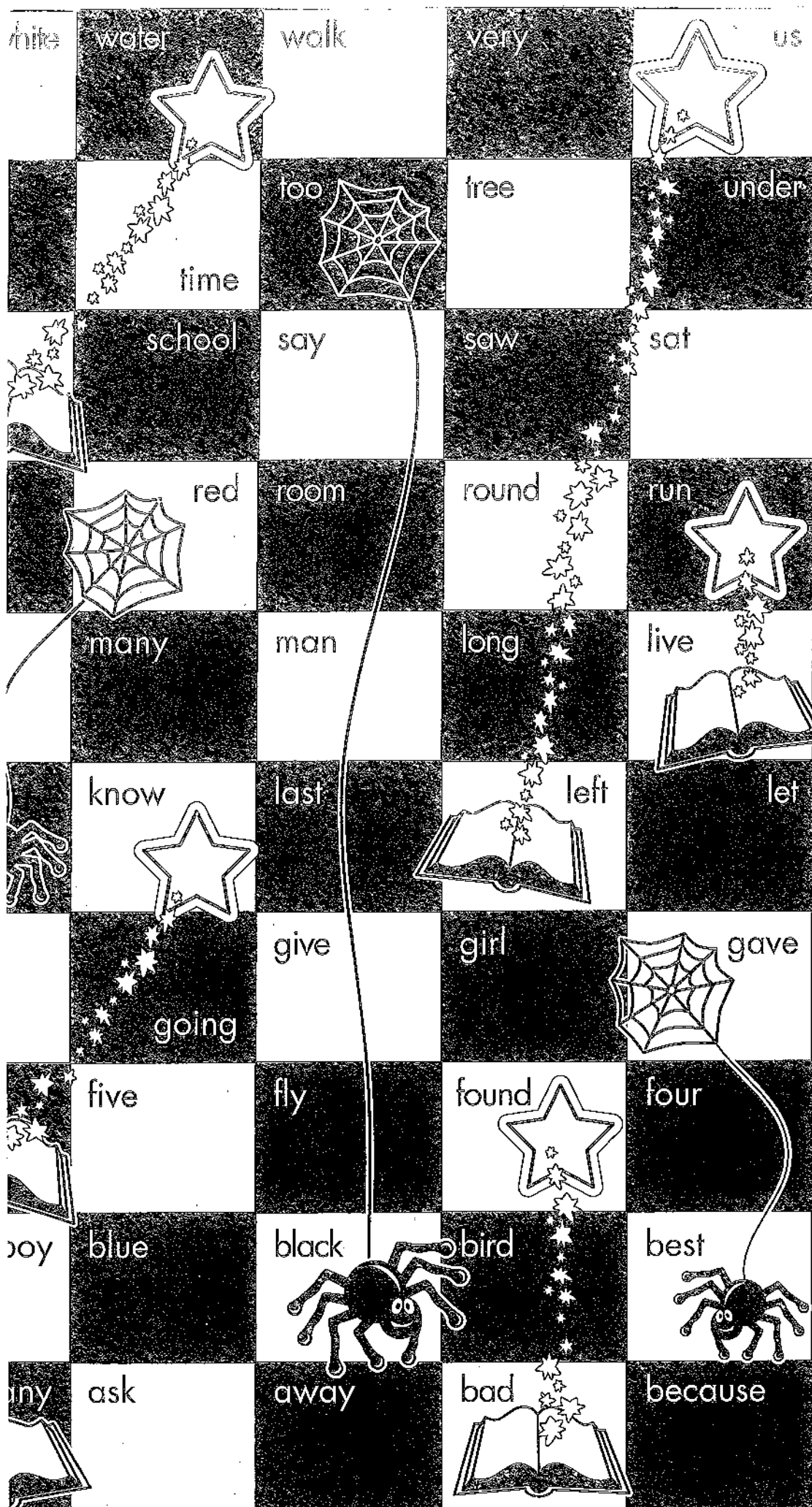


Spiders and Spells

Finish

Start Here

year	would	work	wish	why
tell	than	these	thing	think
take	step	soon	sit	sing
own	people	play	put	ran
open	once	night	mother	morning
home	house	how	jump	keep
help	head	hand	green	got
every	far	fast	father	fell
eat	don't	dog	day	bring
after	again	always	am	another



Spiders and Spells

Players – 2 to 4



- Materials – a token for each player and die/dice.
- The aim of the game is to be the first player to reach the "year" square.
- Players take turns to roll the die/dice and move their token that number of squares along the board, following the words in alphabetical order.
- If a player lands on a square showing a Spell Book, he/she moves his/her token up the stars to the square which has the Magic Spell Star.
- If a player lands on a square showing a Spider's Web, he/she must slide his/her token to the square where the Spider is.
- Squares which have only part of a Spell Book or Spider's Web are just normal playing squares.
- The winner is the first player to arrive on the "year" square by an exact roll of the die/dice.

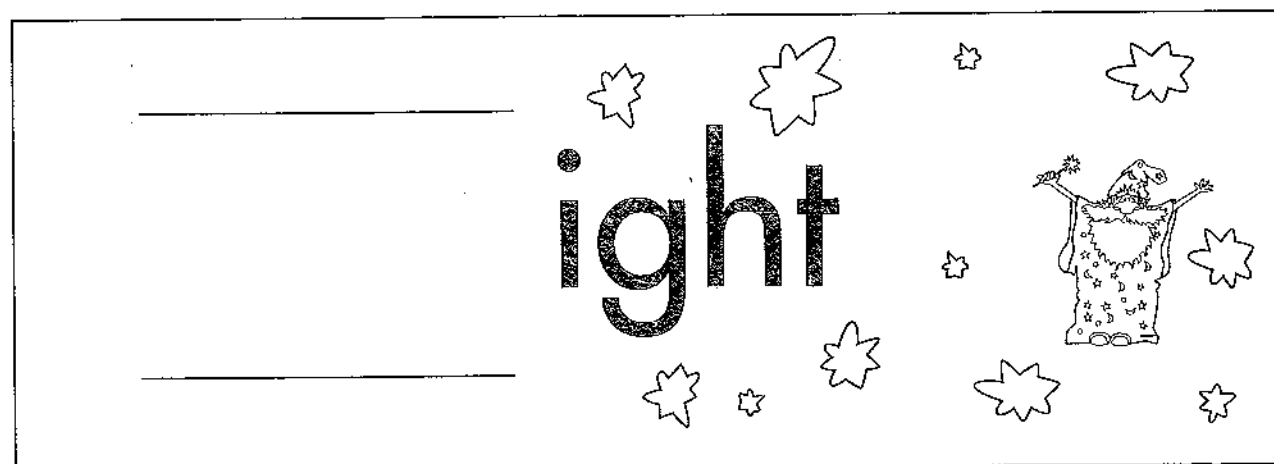
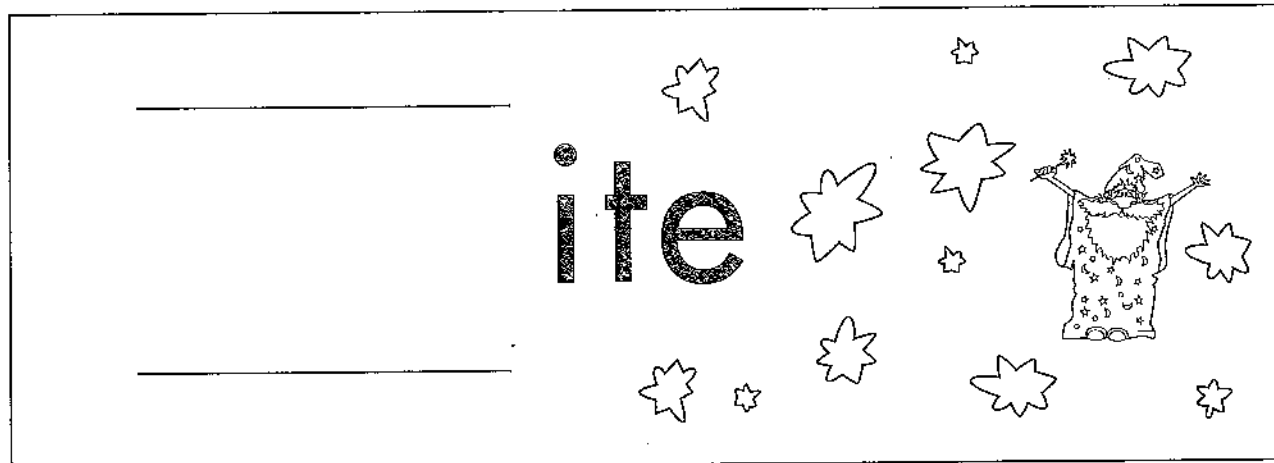
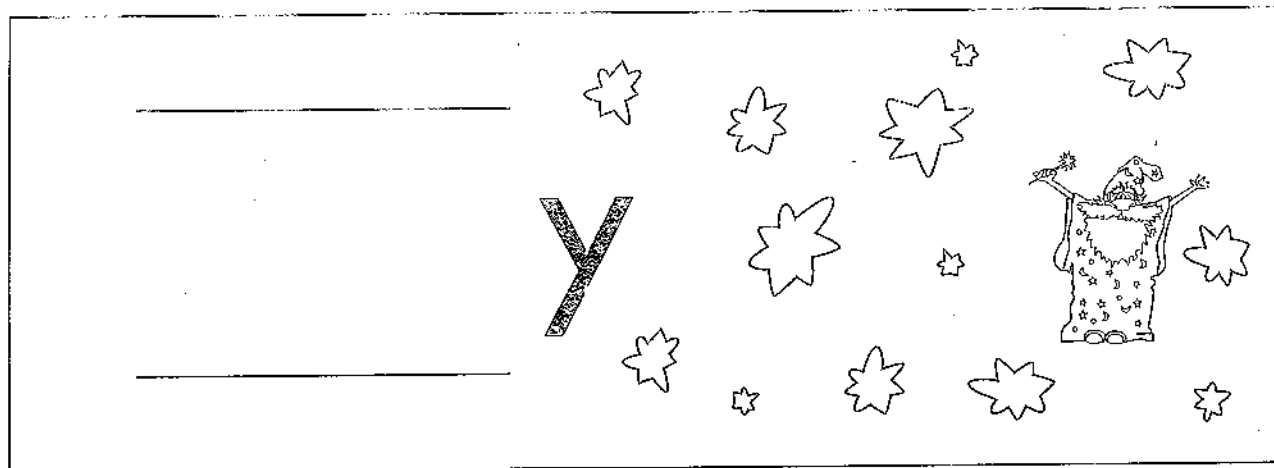
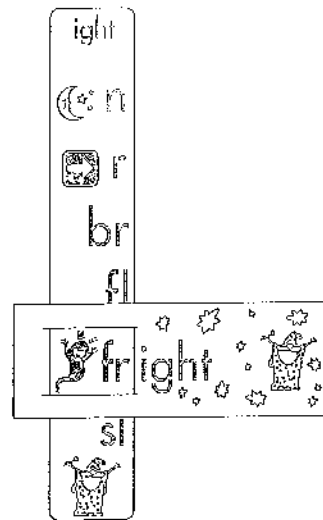
Variations

- Players must be able to read the word they land upon, otherwise they move back one space.
- If players can name each word as they progress, they gain an extra turn.
- Having landed on a word, a player must use this word in a sentence.
- Competent players may look at the word they land upon, then close their eyes and spell the word out loud.

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 the page marked with a (x2)



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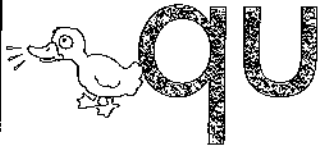
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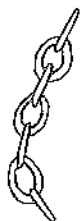
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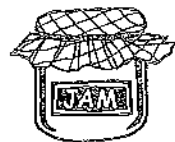


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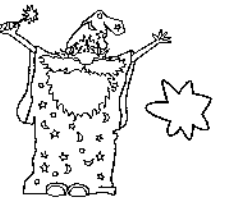
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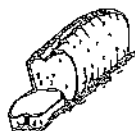


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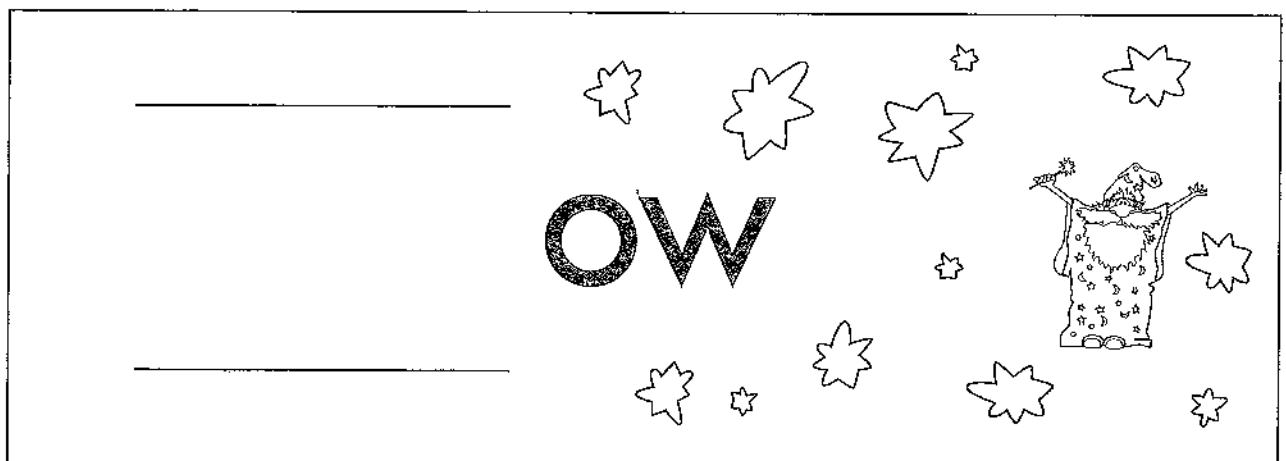
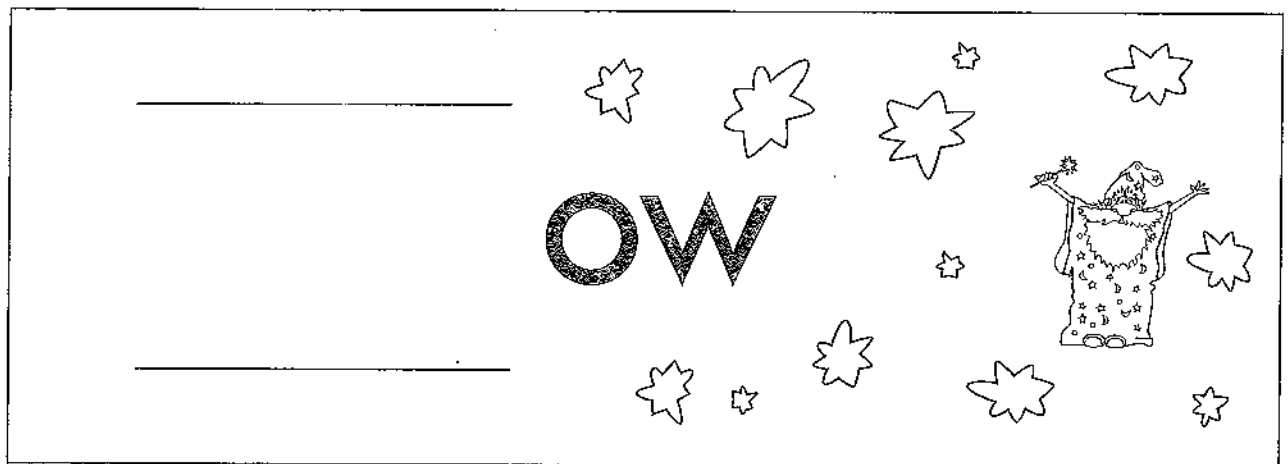
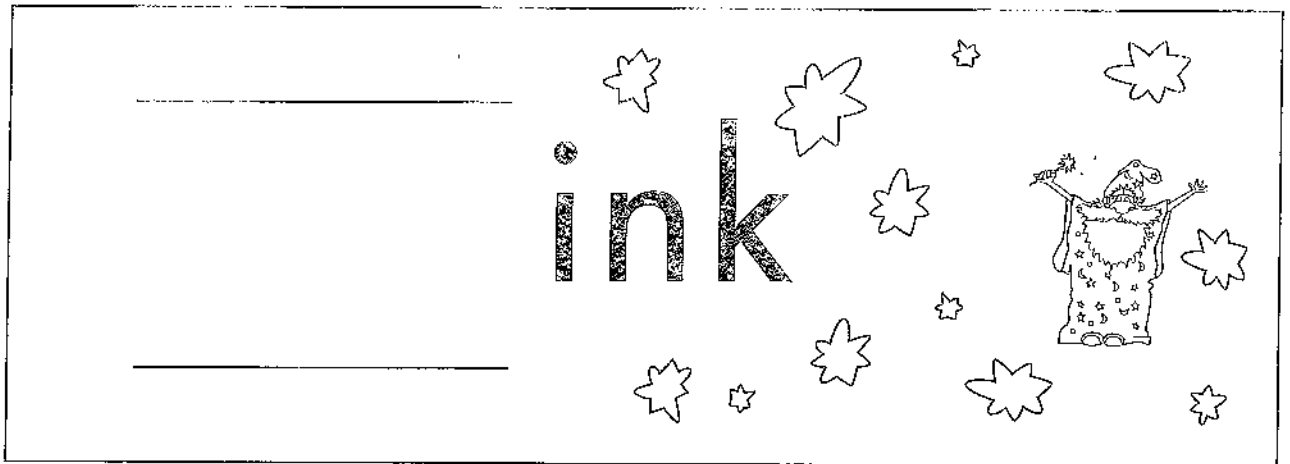
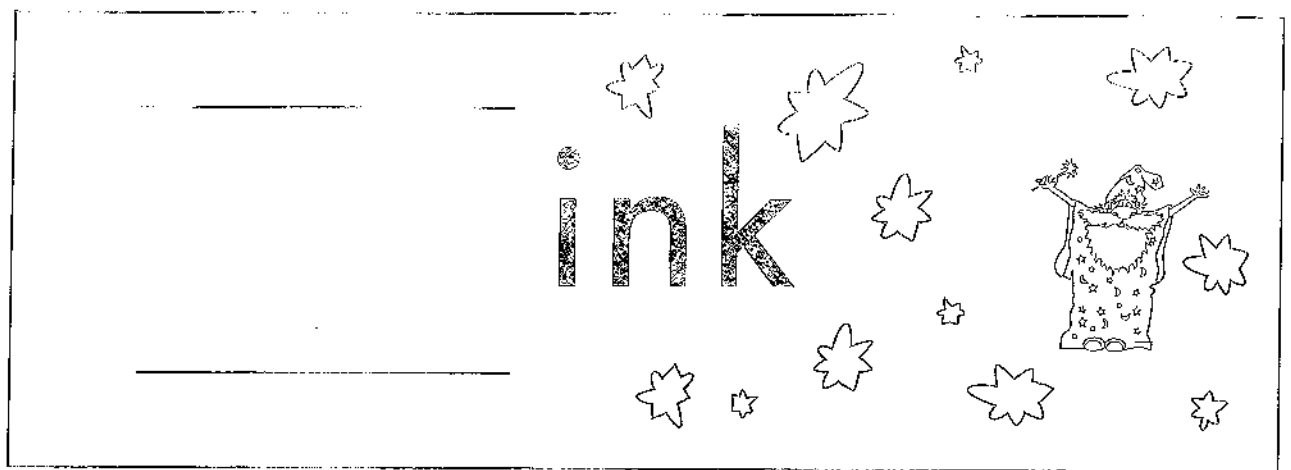
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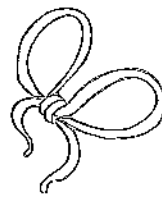


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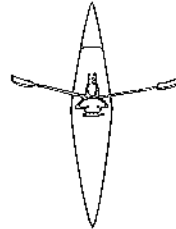


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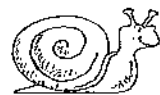
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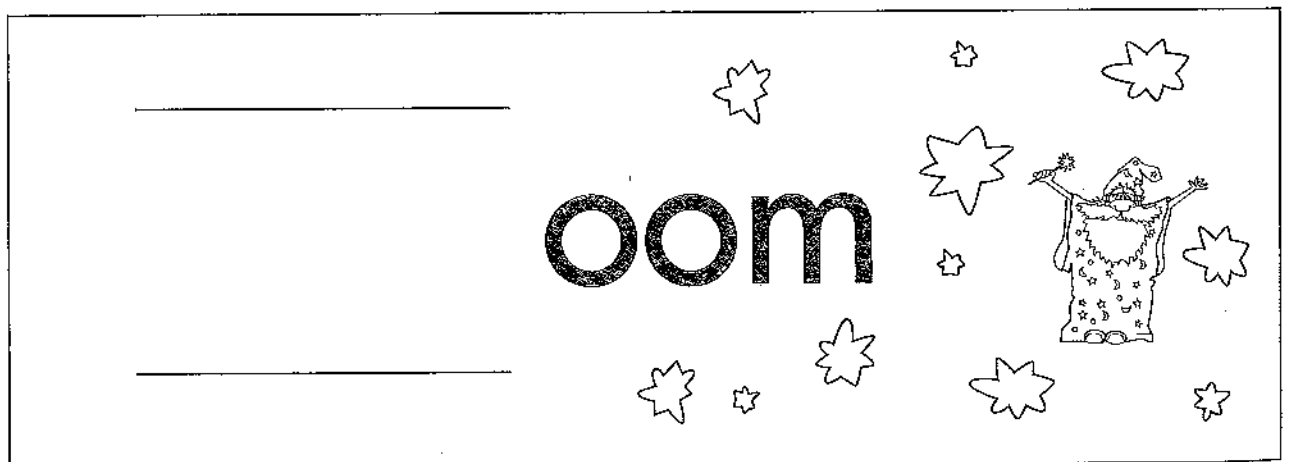
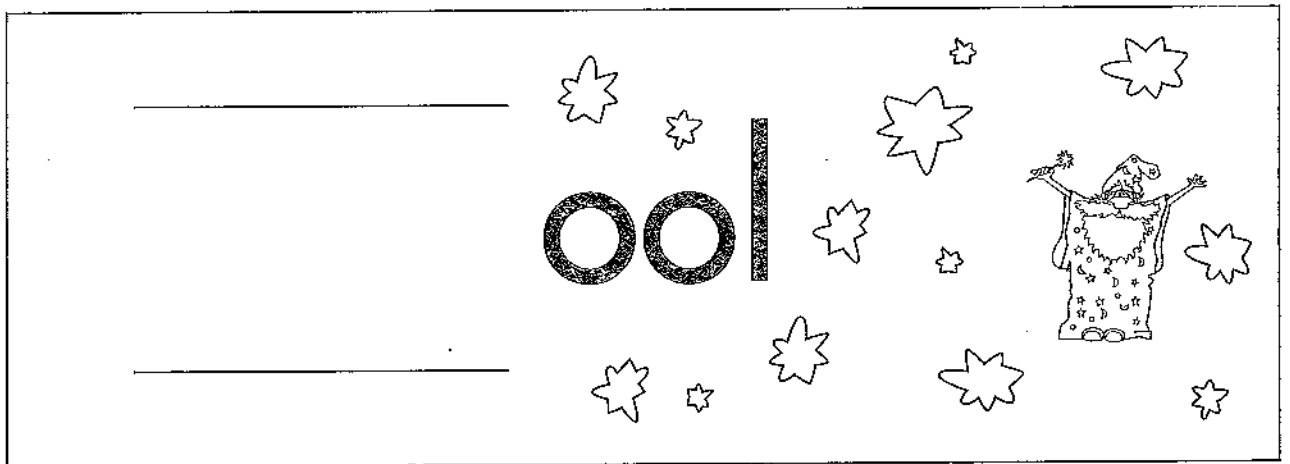
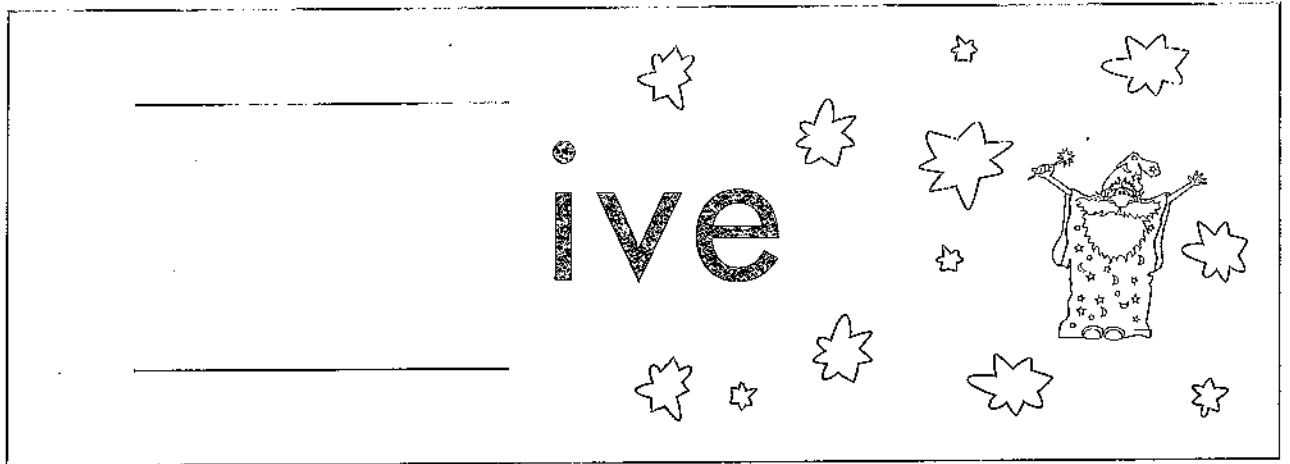
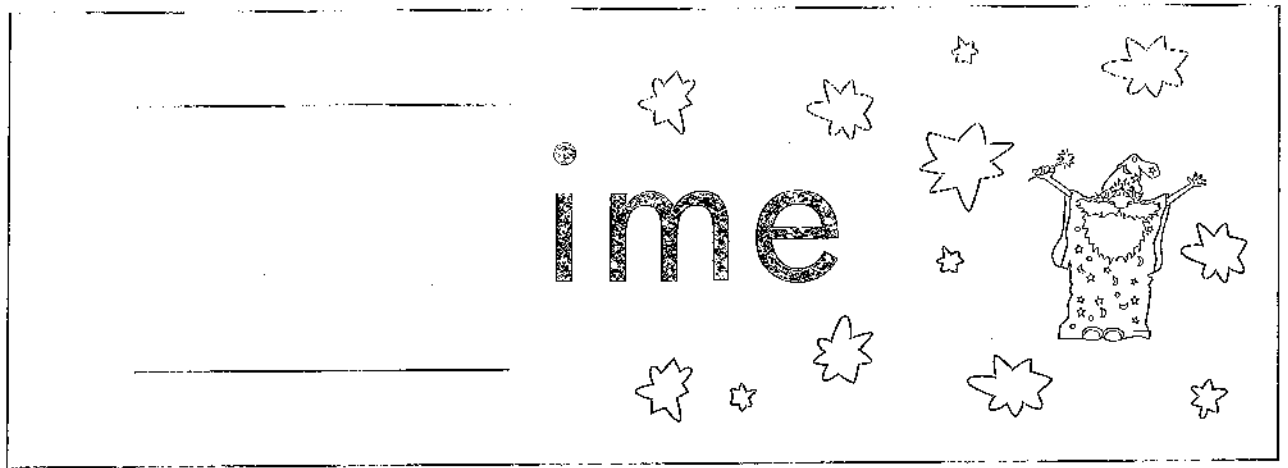
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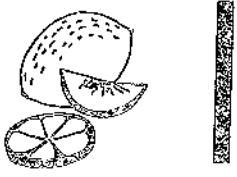


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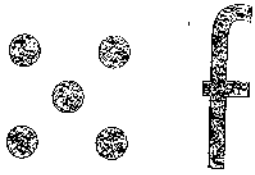
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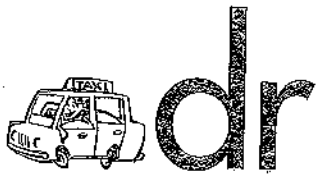
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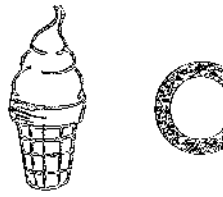
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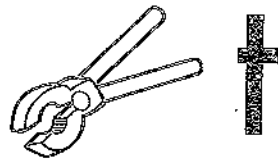
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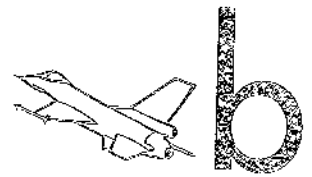
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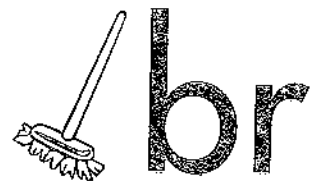
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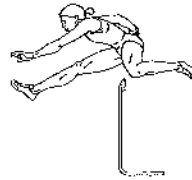
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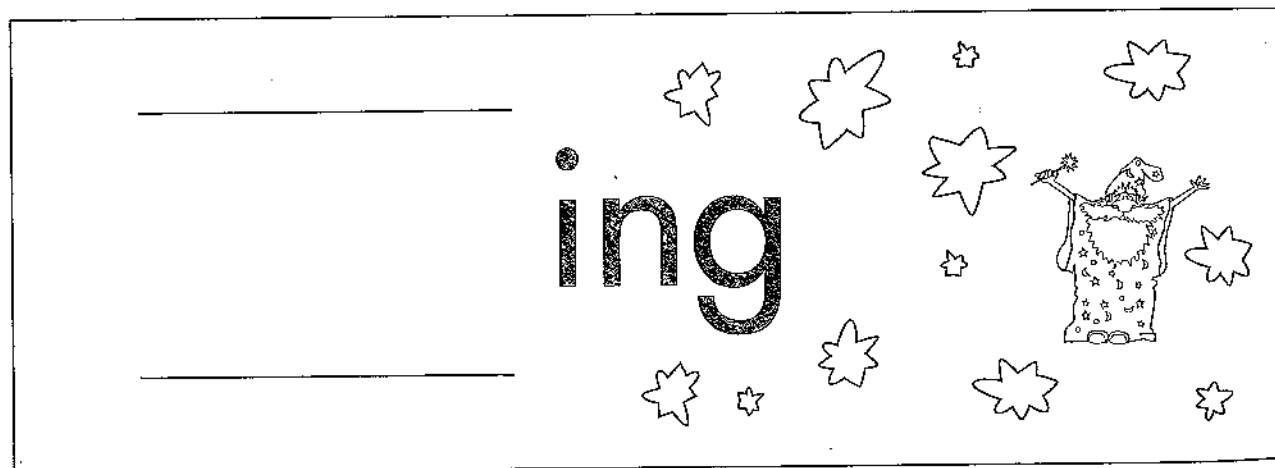
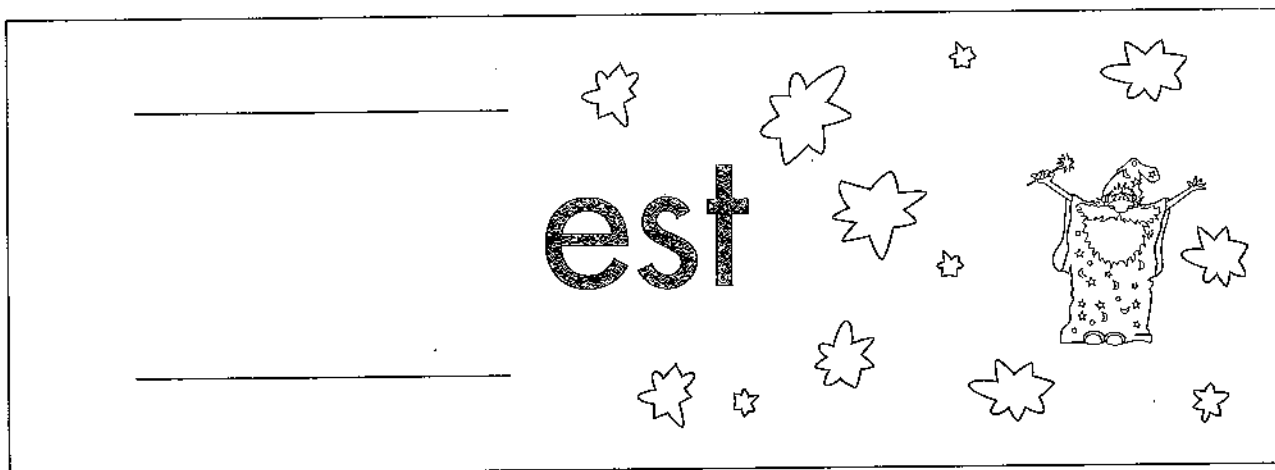
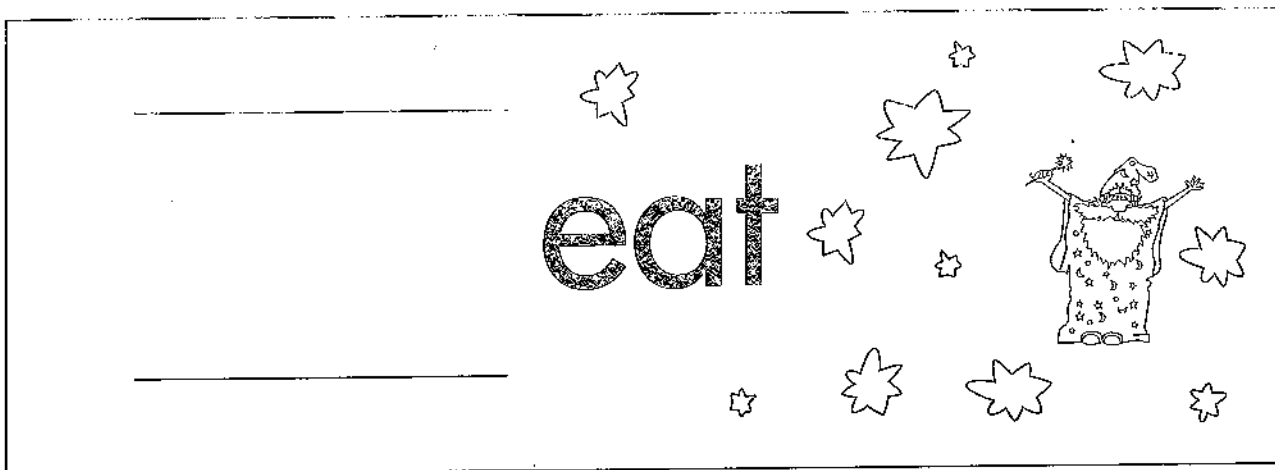
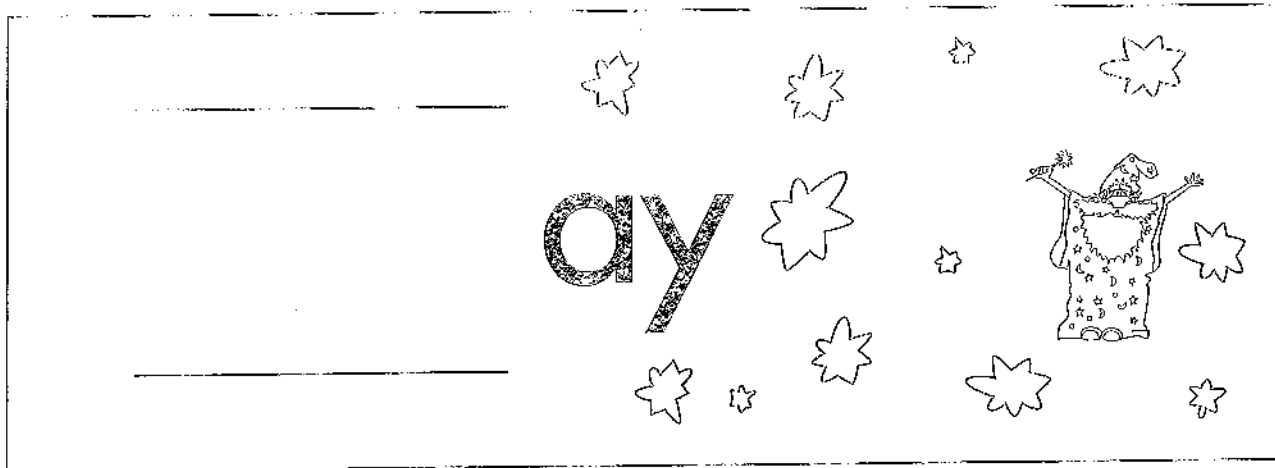
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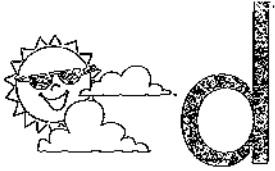
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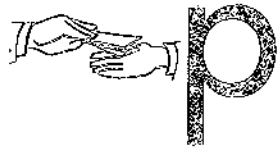
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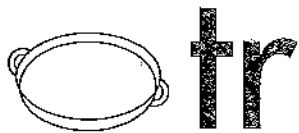


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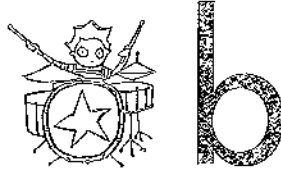
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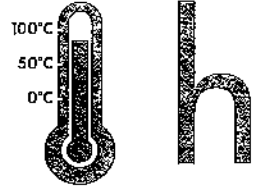
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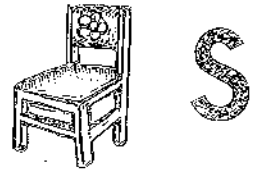


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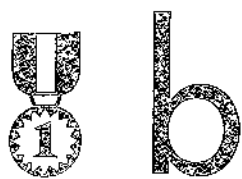


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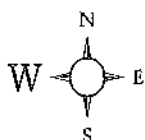


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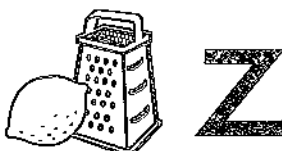
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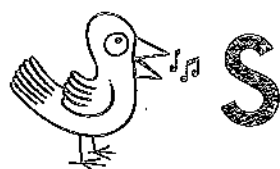
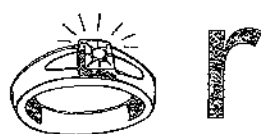
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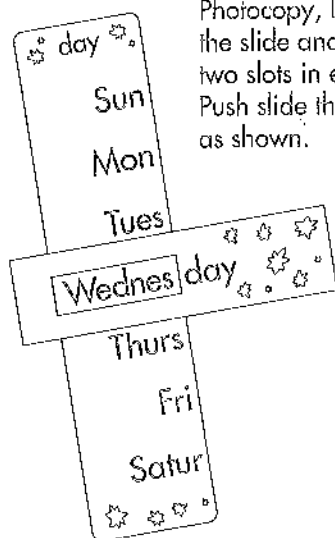


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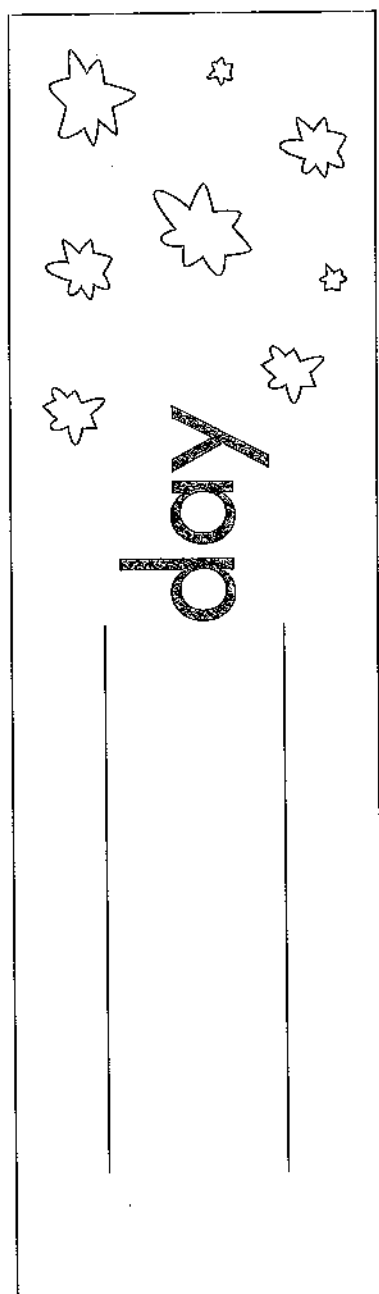


Days of the Week

Word-Slide



Photocopy, laminate and cut out the slide and the card, cutting two slots in each as marked. Push slide through slots on card as shown.



day

Sun

Mon

Tues

Wednes

Thurs

Fri

Satur

Jumble Placecards



• Photocopy, laminate, cut out and fold.

white

1. he
2. if
3. we
4. hit
5. tie
6. wet
7. wit
8. what

found

1. do
2. no
3. of
4. on
5. or
6. fun
7. nod
8. nor
9. rod
10. fond
11. fund

guio

1. go
2. in
3. no
4. on
5. gig
6. gin
7. gong

water

1. a
2. at
3. art
4. ate
5. ear
6. eat
7. era
8. rat
9. raw
10. tar
11. tea
12. war
13. wet
14. rate
15. tear
16. wear
17. wart

guin

1. in
2. it
3. gin
4. hit
5. nit
6. tin
7. hint
8. thin

round

1. do
2. no
3. on
4. or
5. nod
6. nor
7. our
8. rod
9. run

mother

1. he
2. me
3. or
4. to
5. her
6. hot
7. met
8. roe
9. rot
10. the
11. home
12. mote
13. moth
14. them
15. other

these

1. he
2. see
3. set
4. tee
5. the

Jumble Placecards



• Photocopy, laminate, cut out and fold.

esnoy

1. he	6. sue
2. so	7. use
3. us	8. hose
4. hoe	9. shoe
5. she	

teyfoj

1. a	8. far	15. fear
2. at	9. fat	16. fret
3. he	10. rot	17. half
4. art	11. tar	18. hear
5. ate	12. tea	19. raft
6. ear	13. the	20. rate
7. eat	14. fate	21. after

ynou

1. a	5. may
2. an	6. nay
3. any	7. yam
4. man	

teeyt

1. he	5. here
2. her	6. tree
3. tee	7. there
4. the	

esnoceq

1. a	8. cab	15. case
2. as	9. sea	16. ease
3. be	10. see	17. scab
4. us	11. sub	18. abuse
5. ace	12. sue	19. cause
6. bee	13. use	20. cease
7. bus	14. base	

skowjp

1. as	7. way
2. law	8. away
3. lay	9. slaw
4. saw	10. slay
5. say	11. sway
6. was	12. ways

teyfoou

1. an	9. hot	17. hear
2. at	10. rot	18. heat
3. he	11. rot	19. near
4. no	12. tar	20. note
5. ant	13. tea	21. fear
6. are	14. the	22. then
7. ate	15. toe	23. tone
8. eat	16. hare	24. torn

plnous

1. do	6. loud
2. so	7. shod
3. us	8. sold
4. old	9. soul
5. hold	

Jumble Placecards



* Photocopy, laminate, cut out and fold.

juv

1. in
2. it
3. gin
4. hit
5. nit
6. jin
7. hint
8. nigh
9. thin
10. thing

ouuou

1. in
2. no
3. on
4. or
5. gin
6. nor
7. rig
8. rim
9. grim
10. grin
11. ring
12. minor

would

1. do
2. low
3. old
4. loud

eeple

1. pop
2. lope
3. peel
4. peep
5. pole
6. pope

four

1. of
2. or
3. for
4. fur
5. our

after

1. a
2. at
3. dirt
4. ate
5. ear
6. eat
7. far
8. fat
9. rat
10. tar
11. tea
12. fate
13. fear
14. fret
15. raft
16. rate
17. tear

guig

1. in
2. big
3. bin
4. gin
5. nib
6. rib
7. rig
8. rin
9. ring

now

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

Homophones

• Photocopy, laminate and cut out.

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



blue



blew

Match and say the words that sound the same.



red



read

Look up the meaning of each word in a dictionary.



very



vary

Write the meanings in your own words.



night



knight

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



would



wood

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 he/she knows the meaning of the word.



morning



mourning

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

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

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

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

Opposites

boy girl

© Photocopy, laminate and cut out.

always never

good bad

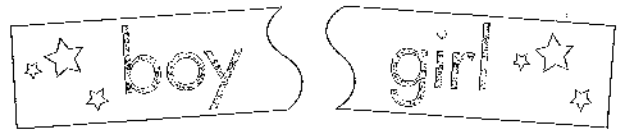
black white

boy girl

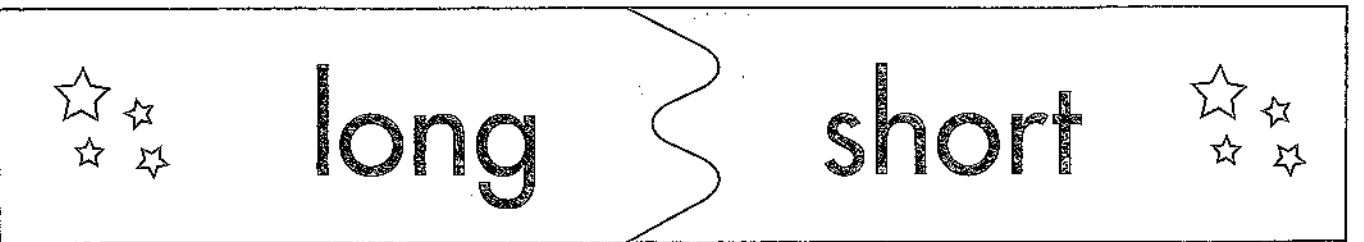
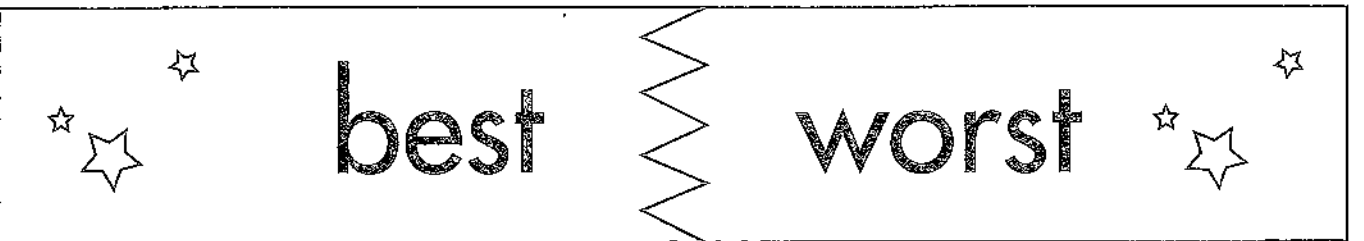
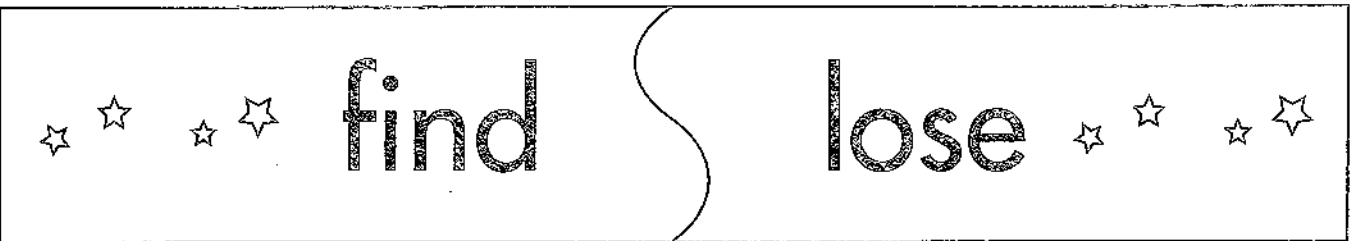
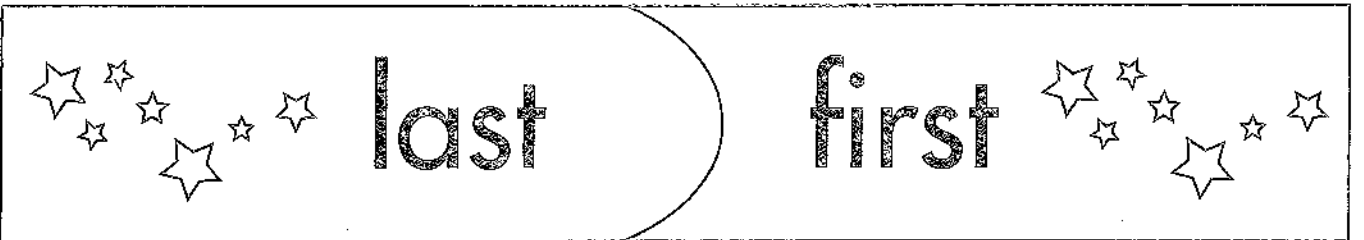
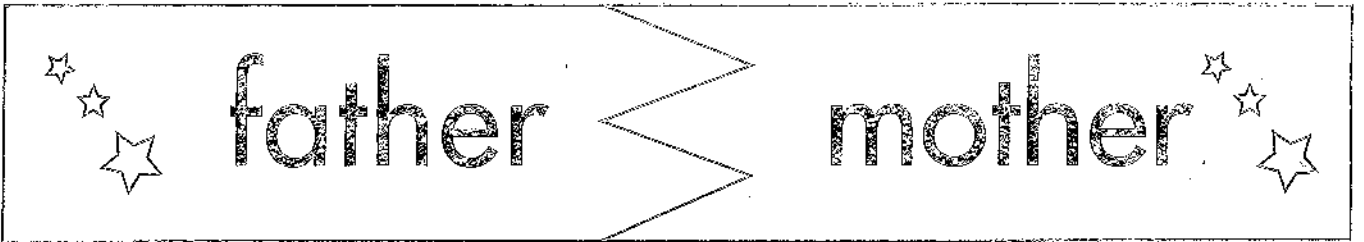
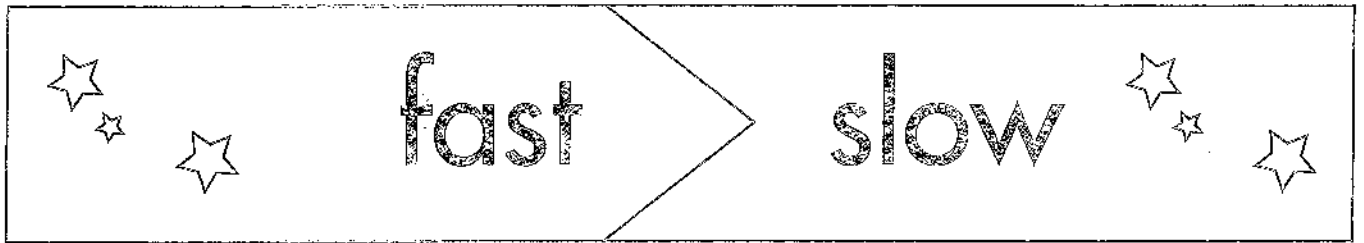
day night

near far

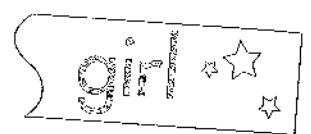
Opposites



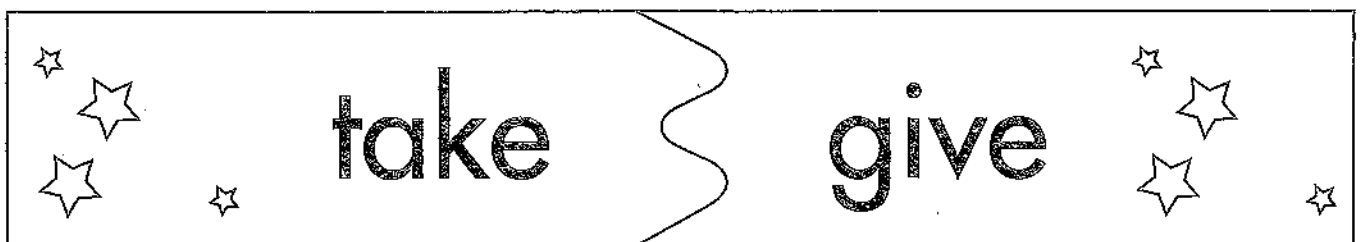
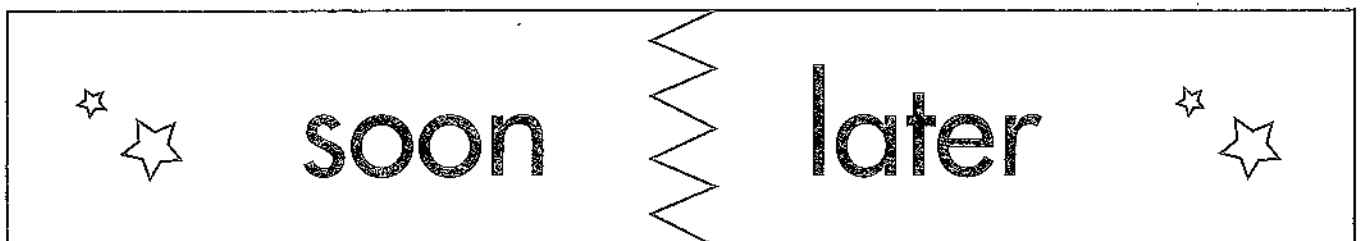
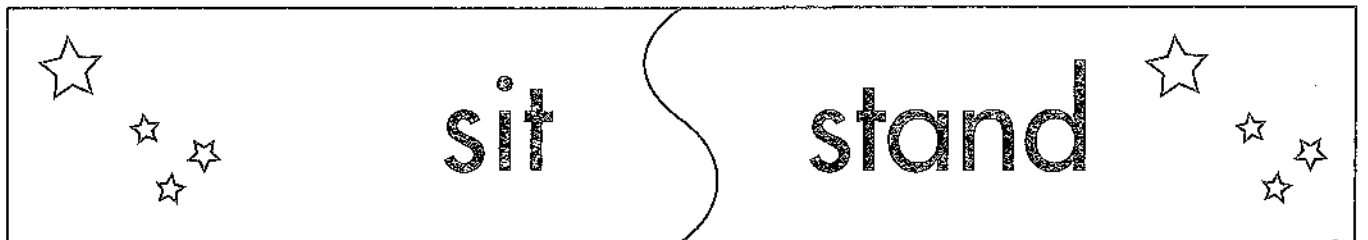
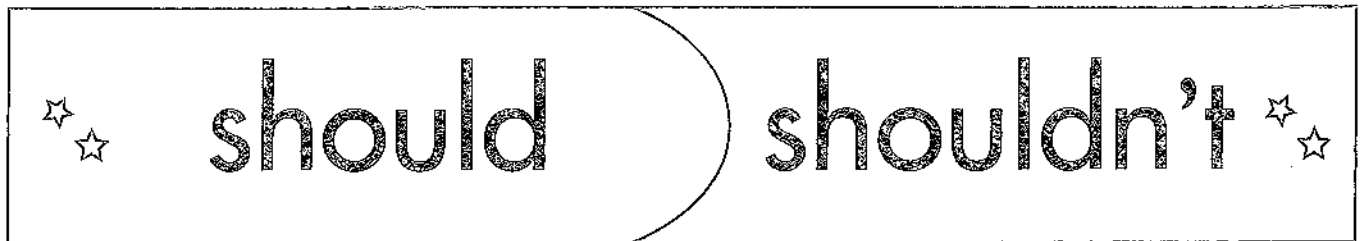
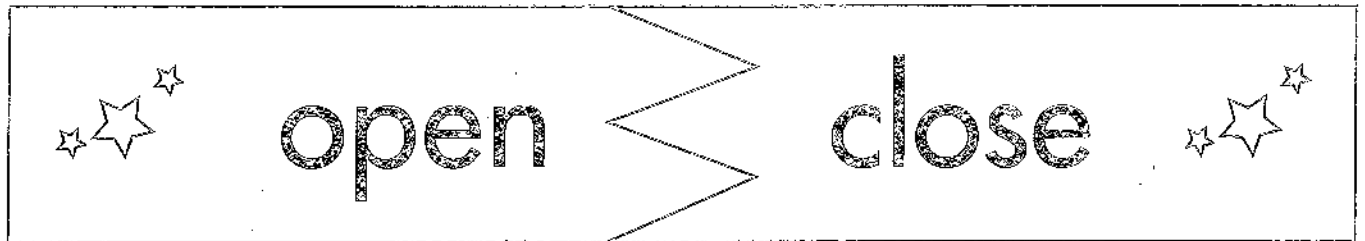
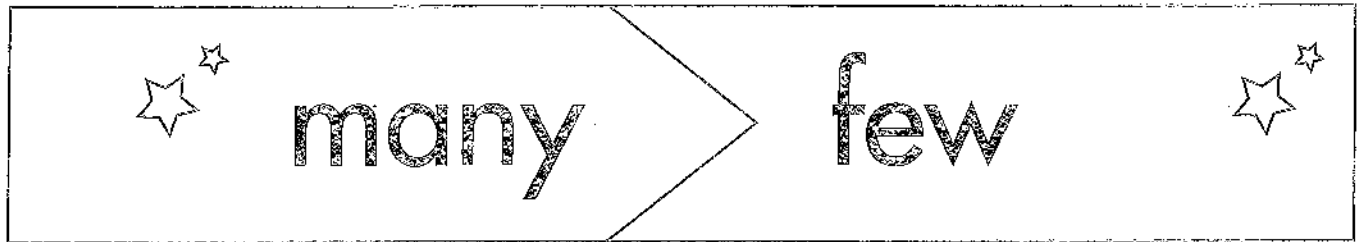
* Photocopy, laminate and cut out.



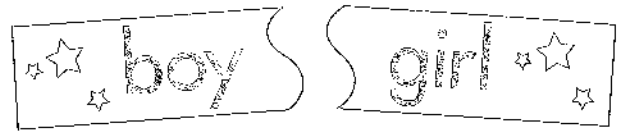
Opposites



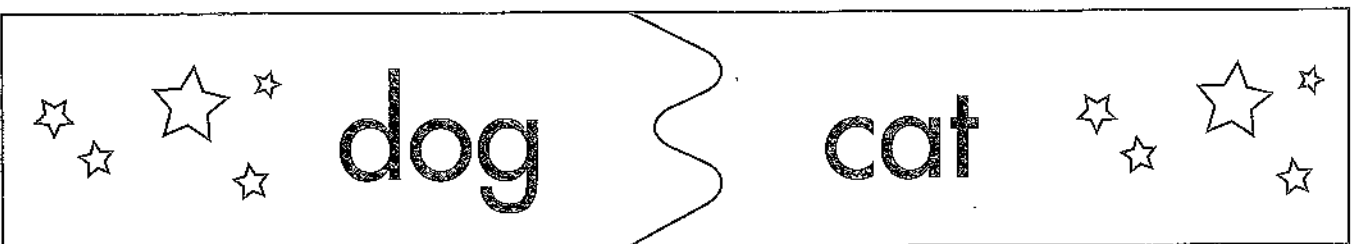
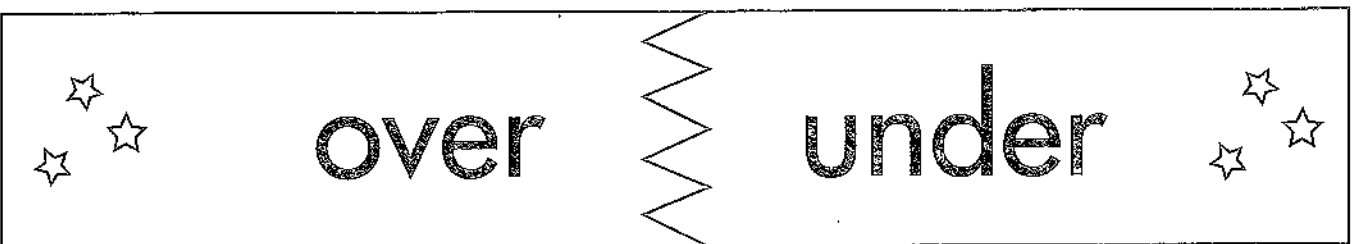
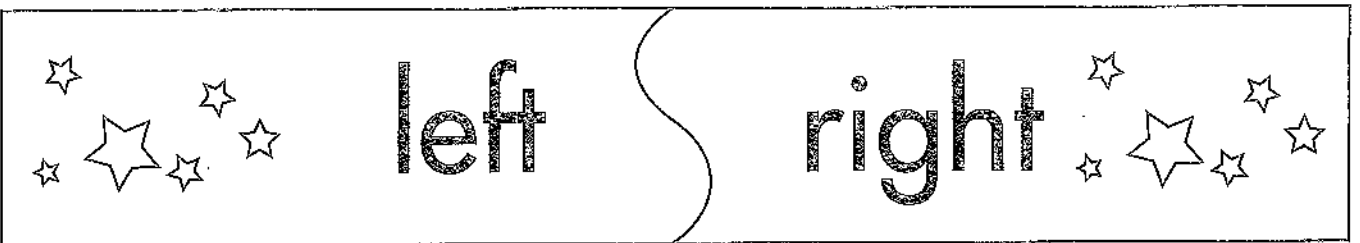
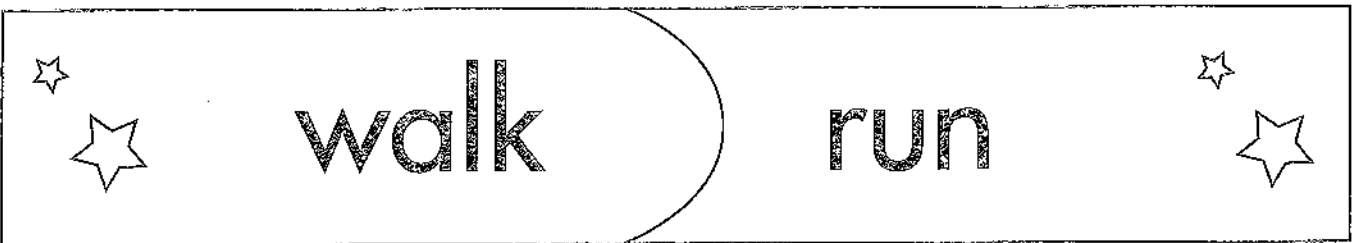
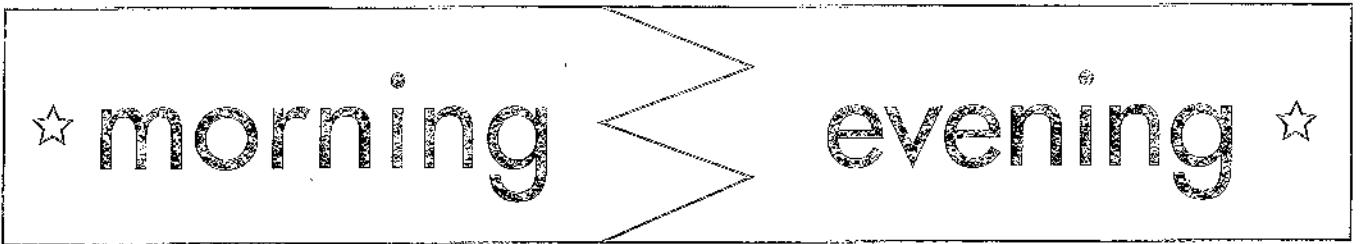
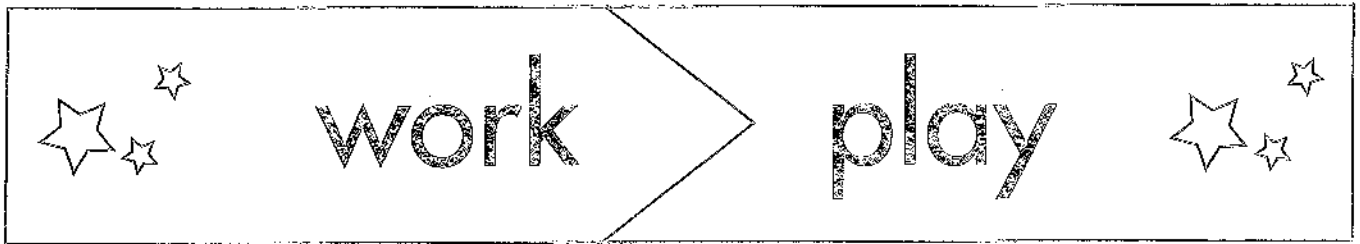
• Photocopy, laminate and cut out.



Opposites



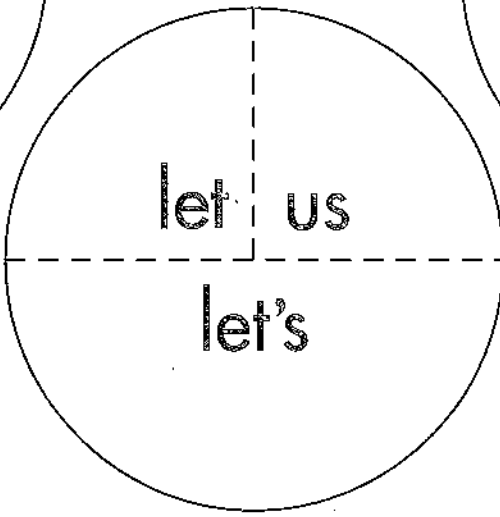
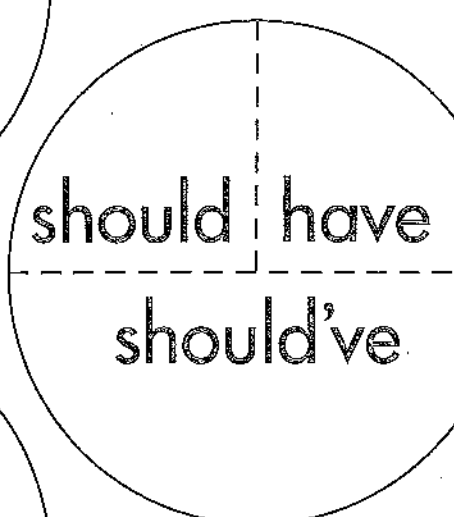
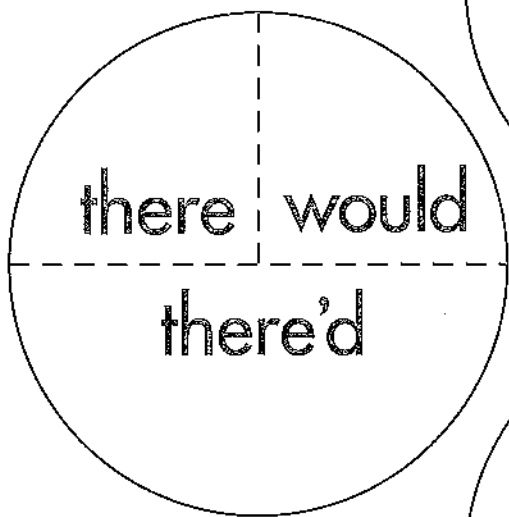
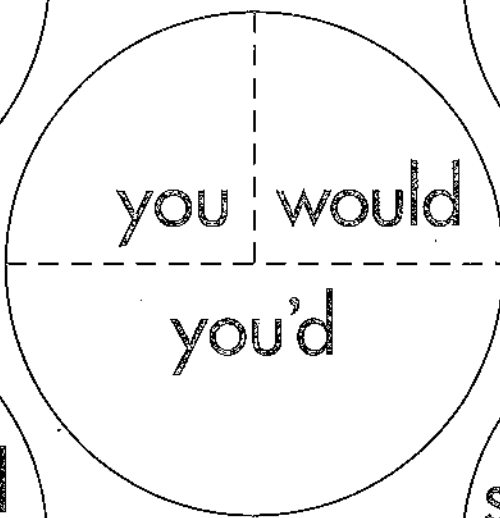
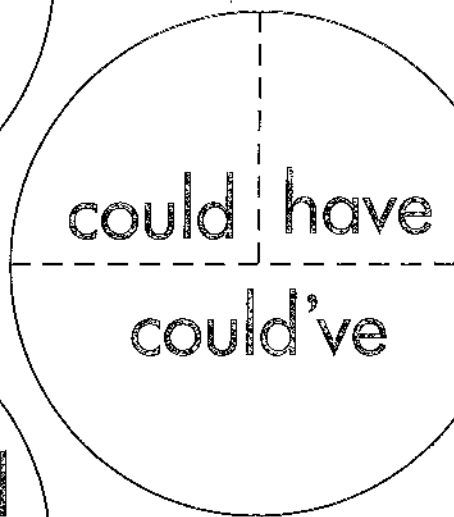
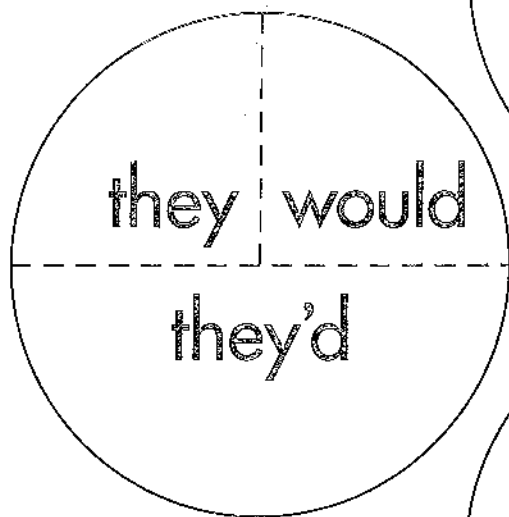
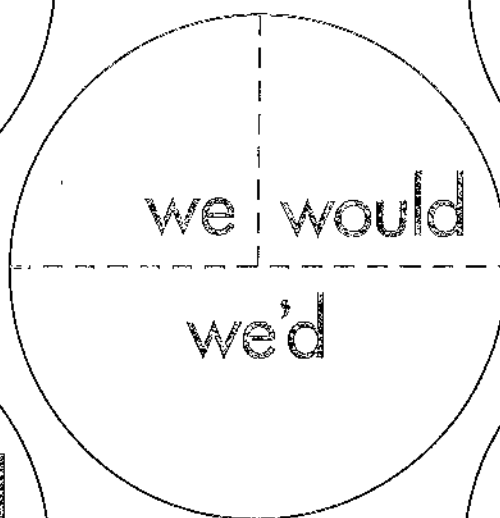
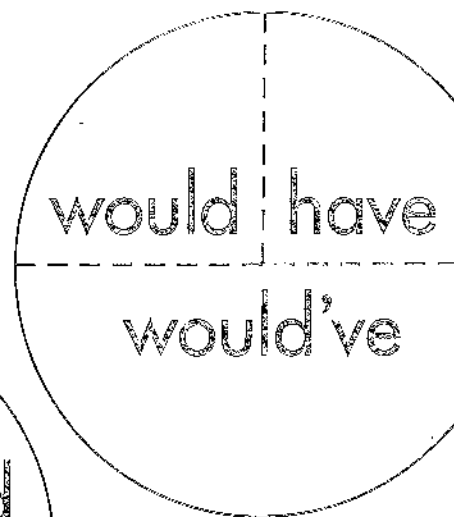
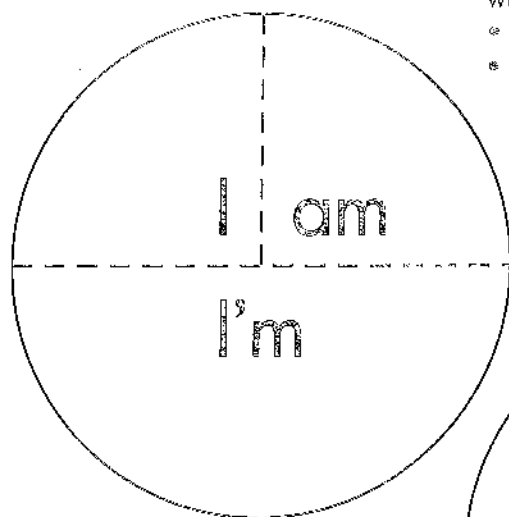
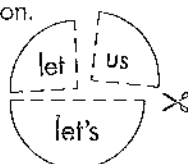
• Photocopy, laminate and cut out.



Contractions

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

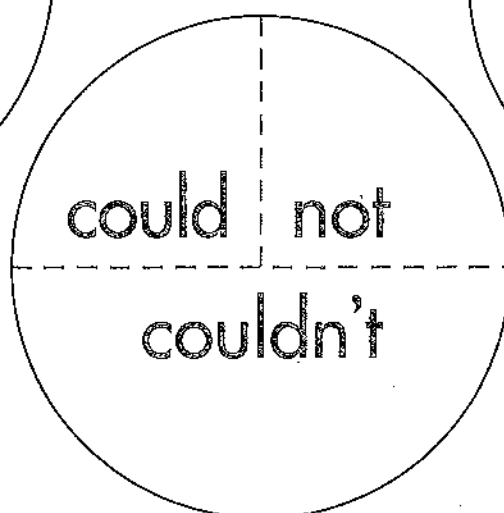
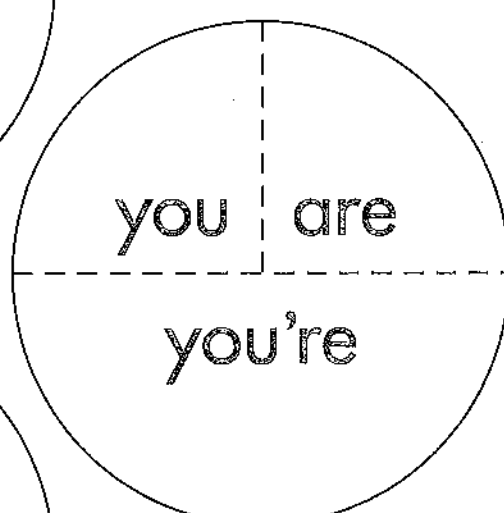
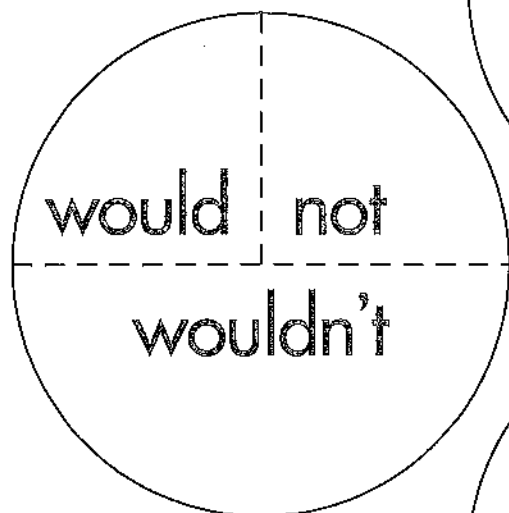
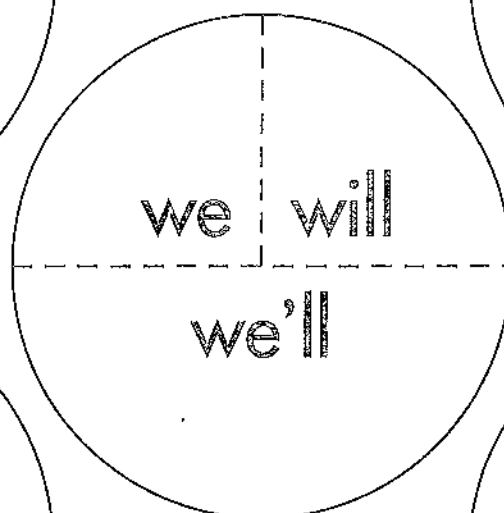
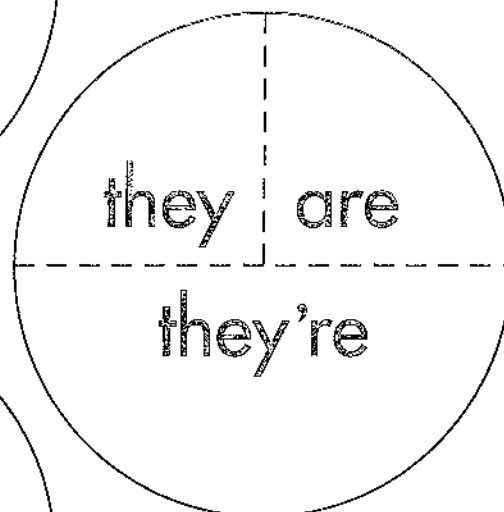
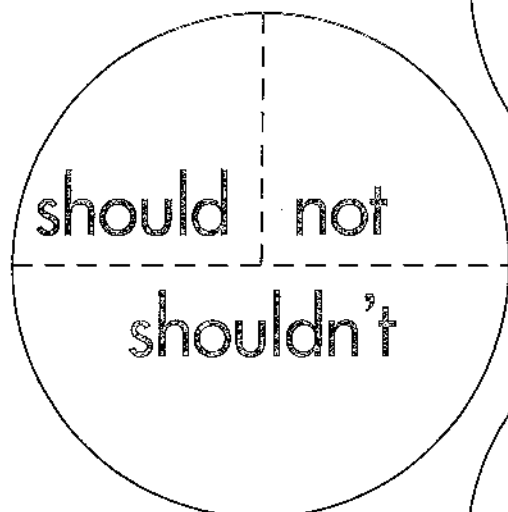
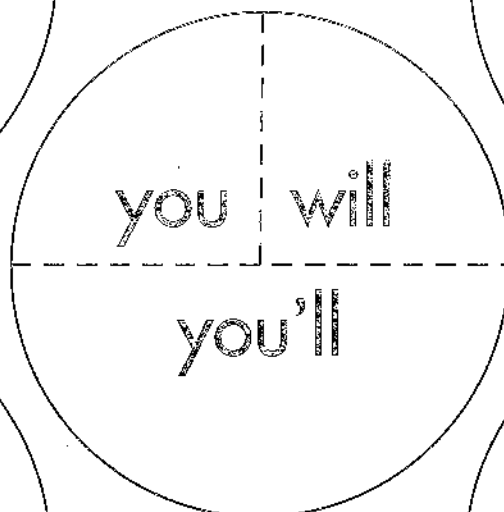
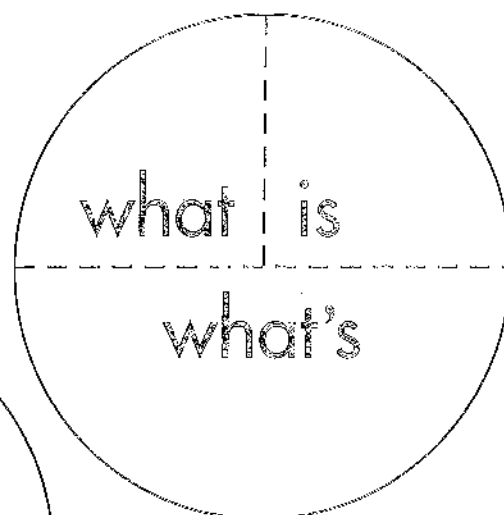
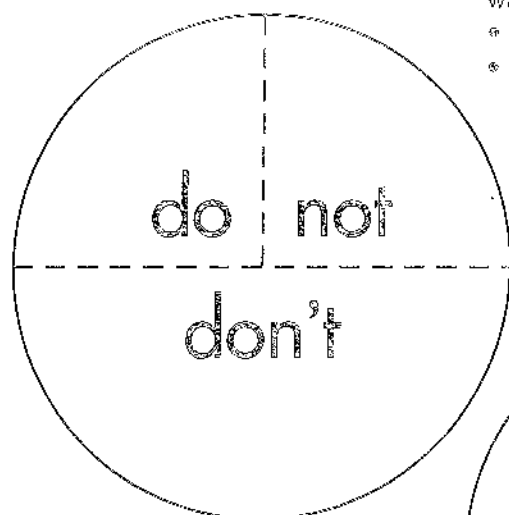
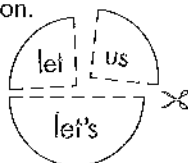
- Copy, laminate and cut out.
- Sort for words that match each contraction.

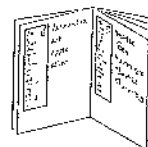


Contractions

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

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





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
boat
both
box
boy
bring
bus
but
buy
by

Cc



call
called
came
can
carry
cat
children
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
home
hot
house
how
hurt

Ii



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

Ll



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

Jj



jam
jump
just

Kk

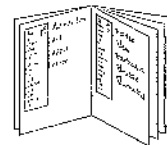


kangaroo
keep
kick
kind
knew
know
koala

Colours

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

Personal Dictionary



Mm



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

Oo



of
off
old
on
once
one
only
open
or
other
our
out
outside
over
own

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
told
too
took
tree
try

Ww



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

Nn



name
near
need
never
new
next
nice
night
no
not
now

Pp



page
people
pet
pick
play
played
playing
please
pretty
pull
put

Ss



said
same
sat
saw
say
school
see
shall
she
sheep
shop
should
show
side
sing
sit
sleep
small
so
some
soon
sport
start
step
still
stop

Uu



under
until
up
upon
us
use

Yy



year
yellow
yes
you
your

Qq



quick
quiet
quit
quite

Vv



very
visit

Xx



X-ray
xylophone

Zz



zebra
zero
zest
zip
zone
zoom

Seasons

Summer
Autumn
Winter
Spring

Simultaneous Oral Spelling

2. Look at it carefully and say the word.

3. Name the letters and say the word.
o-n-c-e = once
Do this three times.

4. Write the word with a rainbow pencil, naming each letter as it's written, then check and say the word.

5. Write the word again from memory.

Copy new word from playing card

First Practice
(write and name the letters)

Second Practice
(write and name the letters)

Third Practice
(write and name the letters)

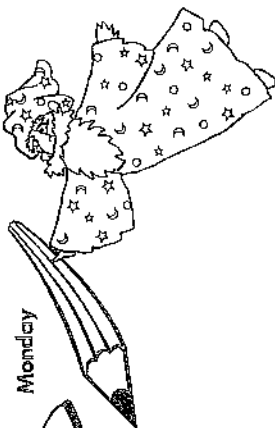
Write from memory

—Fold here for Step 5—

Magic Words Spelling Sheet

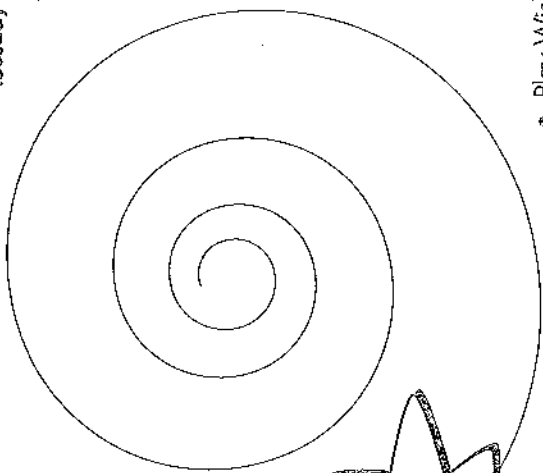
Monday

Select from
MIOOW® cards
words to learn this
week and write
them here



Tuesday

Words in Words
and Unjumble
Words



Write your
words around
the spiral

- Play Magic Memory
- Write words in sentences on back of sheet

• Play Wish

• Play Guess What Word

Fold paper along this line...
Copy Words

First Practice

Second Practice

Cover first three columns
and write words from memory

Thursday

Friday

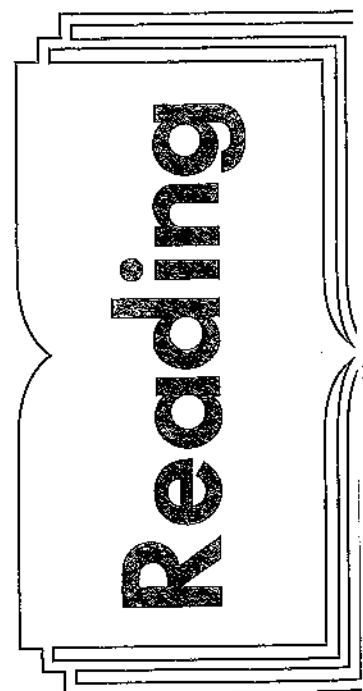
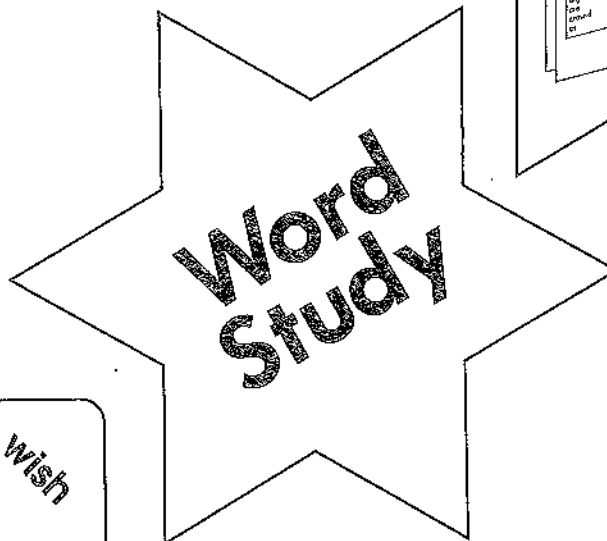
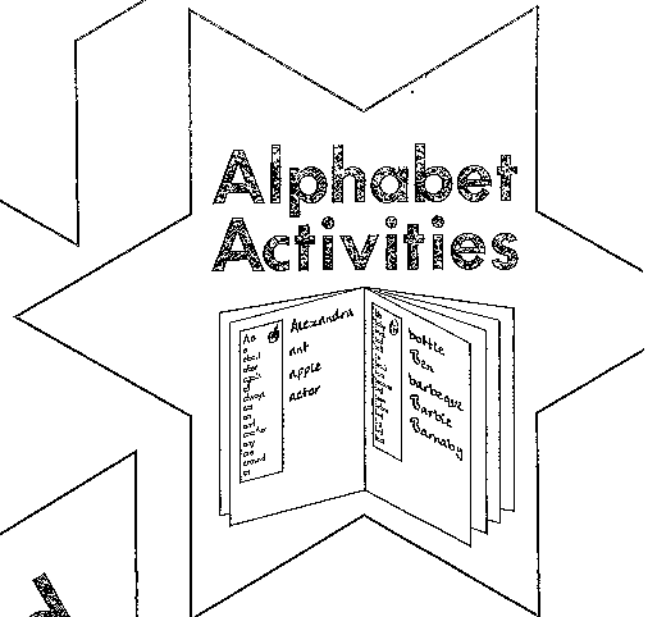
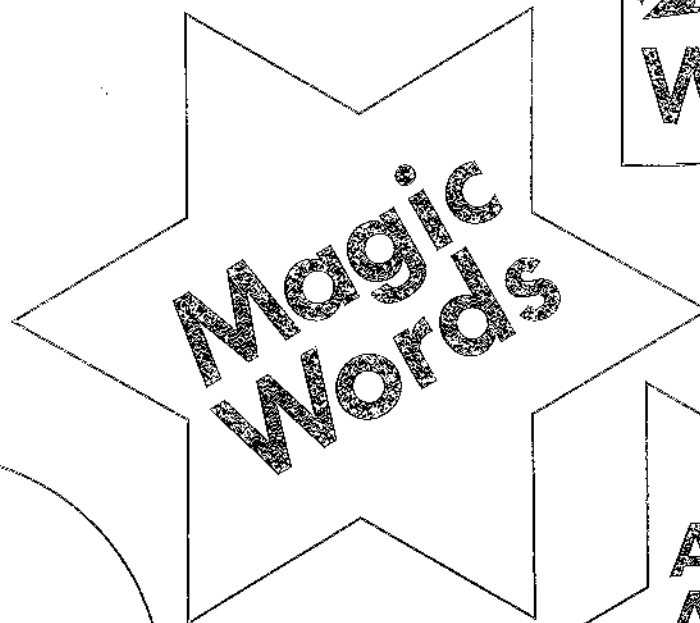
Fold paper along this line

SOS or
Look-Say-
Cover-Write-
Check

Memory Challenge
- try to write
the words from
memory

Taskboard Templates

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



MIOOW® More Magic Words Recognition Test

Instruction Sheet

The MIOOW® More Magic Words Recognition Test is an individually administered test to record a child's knowledge of the 101-200 most frequently used words in reading. The test sheet features 100 words divided into the levels set out in this manual.

The first 100 most frequently used words (1-100) are featured in the first manual, together with the MIOOW® Magic 100 Words Recognition Test. It is important that children know the first 100 most frequent words before beginning the next 100 words (101-200).

This manual features the next 100 words (101-200) which are divided into five equal levels of 20 words. Together with the first 100 words, these words make up, on average, two-thirds of all reading.

The record form has been designed for ease of administration and with the potential to gain practical, diagnostic information about a child's progress.

The test, in conjunction with other information about each child, can help teachers make decisions about the next teaching point and instructional groupings, and assist in building a rich picture about the learning needs of each child.

Administration and Scoring

The directions below for administering and scoring the MIOOW® More Magic Words Recognition Test should be carefully followed to obtain reliable and valid results.

Before Testing Commences

Ideally the person administering the test should be the person who will provide the subsequent teaching. A wealth of important information is gathered through careful observation and recording of a child's attempts, self corrections and responses. The person administering the test must be familiar with the words, the correct pronunciation, the test card layout, the record form and recording procedures.

Test Conditions

To ensure reliable and accurate results, it is important that each child is tested under the best conditions possible.

- As an individual test, it must be administered to one child at a time. The personal details should be recorded or updated on the record form before testing commences.
- Ideally, the test should be administered by the child's teacher.
- Testing should take place in a quiet room, free from loud noise, interruptions and distractions. The test can be administered within the classroom during class time if the appropriate test conditions are met.
- The child needs to feel comfortable and at ease before testing commences. A positive, friendly atmosphere will engender confidence and assist in obtaining the best score.

Administration of the Test

Step 1

Record the child's personal details.

Ensure the child is comfortable, relaxed and at ease before commencing.

Place the test sheet in front of the child and say:-

"This sheet has some words on it that we will be learning in reading and writing. I would like to see if you already know some of them."

For subsequent tests, say:-

"On this sheet are some of the important words in reading and writing. I think that you may know some of them already."

Step 2

The test sheet needs to be clearly visible on the table or may be held by the child. The words should be read from the top of the page and across each row. The child should not be asked to read from the record form.

The words are read until five consecutive words are missed or read incorrectly. The teacher will then say *"Look at the other words on the sheet and tell me if you know any of them."*

There is no time limit on the test, however each word must be read out loud and automatically to be correct. The teacher must not give hints or prompt the child. All attempts, self corrections or incorrect responses are recorded on the record form.

Recording

Words which are read automatically are marked with a tick (✓) in the box beside the word. Record carefully all attempts, self corrections and incorrect responses, as this will provide valuable diagnostic information.

For unknown words, or if no attempt is made, mark "don't know" (dk) or use a dot (•). A pause can be recorded by a slash (/). Pauses of four different lengths may be recorded as / / / / # # # #.

As described in Step 2, after five consecutive errors, add the total number of words read correctly and enter the score in the appropriate box on the record form.

These results will determine the subsequent focus for planning and teaching of the Magic Words.

Re-testing

Evaluation forms a constant and continual part of any teaching program. Daily observations, reading, writing, word games and MIOOW® activities all inform the child and the teacher of the ever increasing bank of words. The Record Form has provision for re-testing at any time, however formal testing is best limited to once per term.

after
am
boy
day

eat
five
fly
girl

good
help
home
jump

play
ran
read
saw

sing
sit
think
us

again
ask
best
bring

far
find
give
how

kind
left
man
mother

own
room
say
step

these
too
walk
wish

always
away
bird
dog

fast
four
going
hand

keep
let
many
night

people
round
school
take

thing
tree
water
work

another
bad
black
don't

father
found
got
head

know
live
may
once

put
run
should
tell

three
under
white
would

any
because
blue
every

fell
gave
green
house

last
long
morning
open

red
sat
soon
than

time
very
why
year

MIOOW® More Magic Words Record Form

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

Teacher: _____

Pink

after	eat	good	play	sing
am	five	help	ran	sit
boy	fly	home	read	think
day	girl	jump	saw	us

Purple

again	far	kind	own	these
ask	find	left	room	too
best	give	man	say	walk
bring	how	mother	step	wish

Aqua

always	fast	keep	people	thing
away	four	let	round	tree
bird	going	many	school	water
dog	hand	night	take	work

Lime

another	father	know	put	three
bad	found	live	run	under
black	got	may	should	white
don't	head	once	tell	would

Lemon

any	fell	last	red	time
because	gave	long	sat	very
blue	green	morning	soon	why
every	house	open	than	year

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

Name: _____
Year: _____

[illegible]

MIOOW® Magic Words Record Form

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								
Pink								
Purple								
Aqua								
Lime								
Lemon								

Magic 100 Words

More Magic Words

MOOW® Magic Words Class Record Form

Teacher: _____

Class: _____

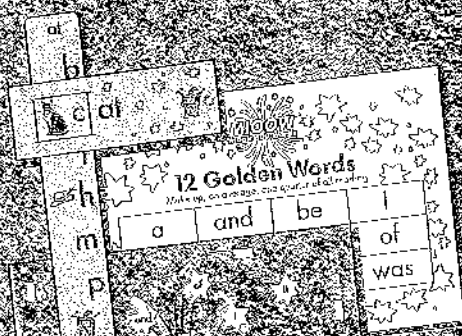
Year: _____

Names:

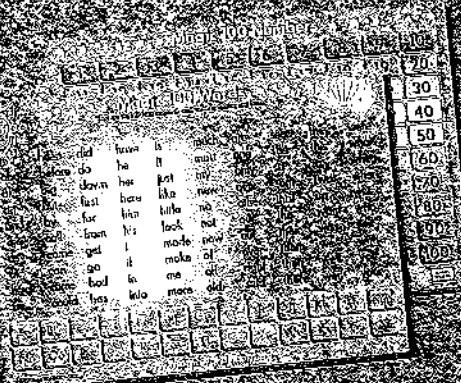
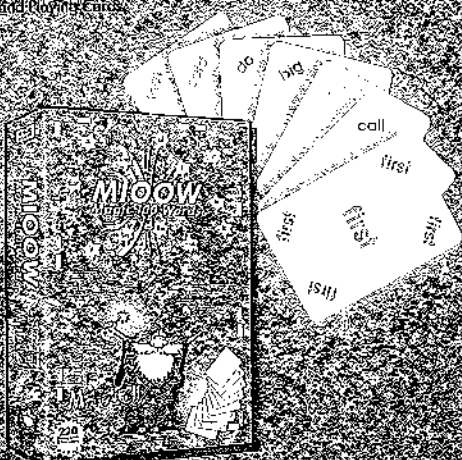
[illegible]

Through playing MMOV games, my three-year-old has higher vocabulary than I do before. Many learn all of the 100 words!

Wesley Ward, Editor
of the *Effective English* files
in the Language Center of Learning
Management
Richard R. Anderson, Editor



Magic 100 Words (1-100 words)
 Learning Centres Resource Manual
 and Planning Cards



Magie Poppy Words and Number Desk

MICROW - More Magic Words: together with MIMOW - Magic 100 Words - offer a variety of exciting activities and challenges to reinforce the most frequently used words in reading and writing.

-MIOOV Magic 100 Words (100 words) end
 -MIOOW More Magic Words (101-200 words)

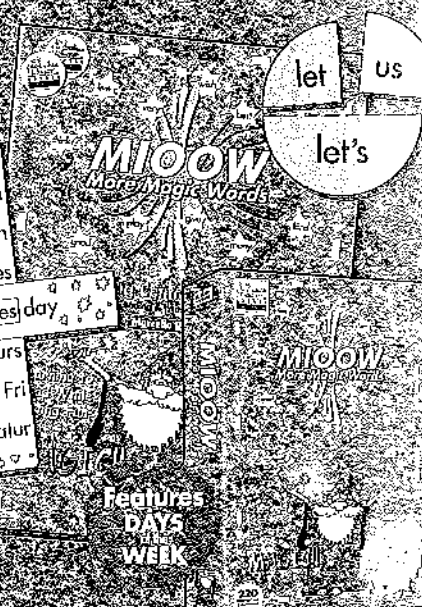
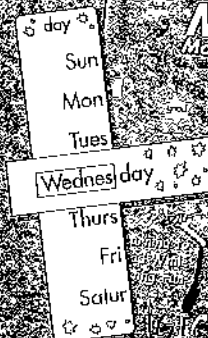
have been designed and developed by Marcelle Katz, an experienced classroom teacher, Education Consultant, and Psychologist.

These Learning Centres Resource Manuals and aggregates of playing cards use delegated learning techniques to:

- increase fluency
- rapidly improve reading
- develop comprehension

The manuals, together with the 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 Word.
 Monica Olsen
 W.A. First Step Sugar and Transpal



Features
DAYS
OF THE
WEEK

Credit: Wendy Hill, 100 Words
 ands: Relief, a Mandel and
 Having Kind

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ISBN 0 9578 306 2 9



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