

Word

Wall

Tips

Keep it real.

Choose words your students really NEED to use. High frequency words or sight words work very well, along with other common words they might need. Katie Wood Ray and Lisa Cleveland show examples of using environmental print on their word wall.

Keep it on the “down low.”

When the word wall is so high that students can't reach the words with a pointer, it limits the students' interaction. Try to place the word wall in a place that students can see the words easily and can reach them as they do “read the room” for centers or as they approach to look closely during Writer's Workshop.

Use different colors of paper for words that are easily confused.

When two words are easily confused, like “saw” and “was”, and the configuration is even the same (three letters, flat on top and bottom-no tall letters and none that go “downstairs”), the different colors of the words can be a helpful clue to the searching student.

Trace or cut out the visual configuration of the word.

When two words are easily confused, like “*where*” and “*were*”, students might remember “***where***” by the “***h***” sticking up.

Use the word wall **daily**, during calendar or other word wall activities (see handouts).