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TRICKY WORDS

TEACHING & PRACTICE

TRICKY WORDS

Tricky Words are irregular words that cannot be blended or segmented.

- *I, the, he, she, me, we, be, was, to, do, are all*
- *You, your, come, some, said, here, there, they, go, no, so, my*
- *One, by, only, old, like, have, live, give, little, down, what, when*
- *Why, where, who, which, any, many, more, before, other, were, because, want*
- *Saw, put, could, should, right, two, four, goes, does, made, their*
- *Once, upon, always, also, of, eight, love, cover, after, every, mother, father*



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MAIN TEACHING TECHNIQUES

01 Look, Cover, Write, Check sheet

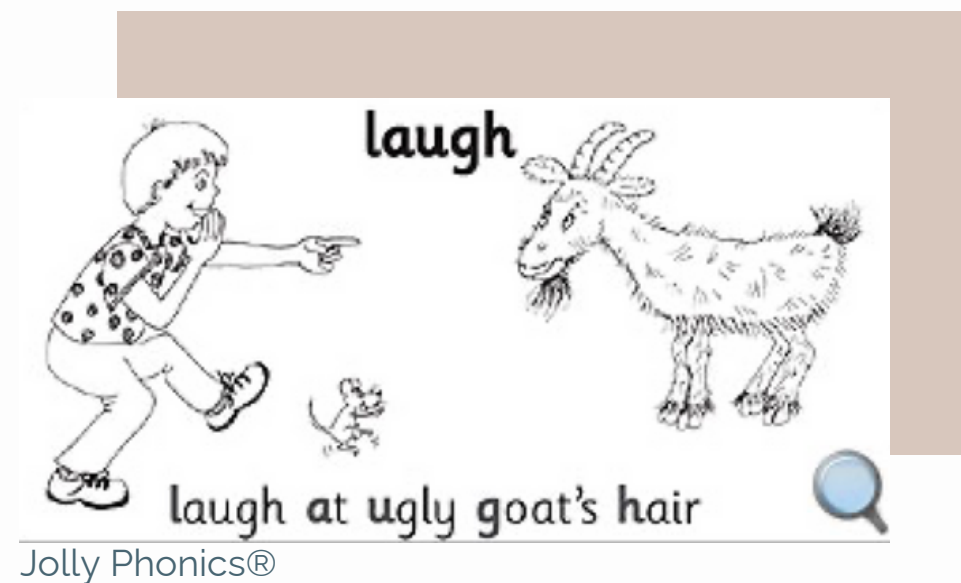
02 Word wall

03 Say as it sounds

04 Mnemonics: because - **big elephant catches ant**
under small elephant

05 Word families or patterns

06 Does it look right?



OTHER ACTIVITIES

1. Cut the Word Up (for Individual Word Practice)

Step 1: Print out a tricky word in large font size with spaces between each letter

- Example: If the tricky word is "where," print it as:

W H E R E

Step 2: Cut the page so that each letter is on a separate strip of paper

Step 3: Muddle up the letters

Step 4: Ask a child to rearrange the letters into the correct order to spell the word

Step 5: After three successful efforts, the word should become fixed in the child's memory

Step 6: Dictate the words afterward to check spelling accuracy.

OTHER ACTIVITIES

2. Tricky Word Letters (for Multiple Word Practice)

Step 1: Print out a few tricky words introduced during lessons (e.g., said, what, come)

Step 2: Cut up each word into individual letters

- Example for "said":

S A I D

Step 3: Muddle up all the letters from different words together and place them in front of the children

Step 4: Call out one of the tricky words, like "said."

Step 5: The children choose the appropriate letters and lay them in the correct order to form the word.

OTHER ACTIVITIES

3. List of Words (Say as it Sounds Technique)

Step 1: Write each tricky word on a card using the *Say as it sounds* technique

Step 2: Hold the card up, ensuring the children cannot see the written word

Step 3: Call out the word and have the children chant it using the "Say as it sounds" method

- For example, the word said might be pronounced: "s-ay-d" (instead of how it's actually spelled)

Step 4: After chanting, turn the card around and ask the children to read the word as it's spelled

Step 5: Repeat with other words.

This method mixes kinesthetic learning (handling letters), auditory learning (chanting), and visual learning (seeing the words), which makes it a very effective way to reinforce tricky words!

THANK YOU



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