

Making Words (Level 4), Emily Garrett, Springfield Elementary School

During our word study part of our lesson, I chose to have the students make several words, and we were changing the initial letter, the middle letter, or the end letter. The point of this is for them to – sometimes they need to slow down, take a good look all the way across a word, and to read each letter that they see, because a lot of time they just speed right through their text. Like the “a” for “the,” he’s just using meaning and structure and he’s neglecting the visual. So for me, during the word study I want them to understand sometimes we have to slow down and take a closer look, because there are words that are visually similar, and we need to know and recognize those differences when we’re reading and writing.

(kids putting out words) T: All right, so we’re going to be making some words. We’re going to change the first, the middle, or the last. So we’re going to say it slowly, and think about what –

S: what’s this?

T: This is a b. (to next child) This is a b. That needs to look like a b. Oh, let me write that one down. OK, so the firsts word that we’re going to make – we’re going to say it first, before we make it. The word is going to be “fun”. Say that word with me.

T&S: ffunn. OK, let’s do it on our fingers first. Ready. F – u – n. Do it again.

T&S: f-u-n.

T: OK, now bring the letters down that make fun. Don’t spell it; say it. Put your finger under it and check it. Ffunn. Do you see those letters that you’re saying? OK, Ready? I want you to change fun to – this is your new word – fan. Put your finger in and let’s check it. Faaan. Do it again. Faann. What doesn’t match?

T: (to child) Your new word’s fan. Faan. So what didn’t match? (S points to the u). Say it, T. faan. Did this say a? (S shakes head no). So what do you need to take away? (S removes the u).

T: Now put your finger there and read it.

T&S: faan. Do you see those letters that make those sounds?

S: (nods yes)

T: Ready? Now we’re going to make it say “fat.” Faat.

T: Say fat. Ffaaat. Good. Say it slowly, and make sure we can see those letters that we’re saying. OK, one more. Make it say

S: bat

T: Oh, good thinking, “bat.”

S: bat

T: Are you right?

S: yes

T: Good. OK, one more thing while we have “bat” right there. Watch how I can break this word into 2 parts. I break my first part, and then my second part, “at.” You push “at” over and make “bat.” See how we were doing that in your story today, finding those parts? It works the same way here, in your books, and in your writing. OK.

Making Words Commentary, Emily Garrett, Springfield Elementary School

To me the slow check helps, if you have your finger there, it's going to help your eyes take a close look all the way through.

It goes back to trying to teach their eyes to look across the text, left to right, and sometimes you have to slow down and take a closer look. 30:49 and make sure that everything matches; what I'm seeing, that's what I'm going to say.

We can take that back to their reading. You know how we did that yesterday on the board, you checked it slowly, you've got to check it slowly here too, make it match.

And it's going to help them with their writing as well, because they may come to a word that they're not sure how to write. By saying it slowly, they can think about what they hear, and what should I see as I write it, that reciprocity of reading and writing. If I can do it in one place, I've got to be able to do it in another place.

T: Fat – Cat. Now wait a second. If you know “fat,” you know “cat.” What part sounds the same? Write “cat” up here, up under it, write cat. Think about what sounds the same. C – at. So what part is the same in that word?

S: The “at.”

T: The “at” part. And what part did we have to change?

S: Cat

T: The first part, c. So put your space and write cat.

USING KNOWN PARTS (Level 14), Emily Garrett, Springfield Elementary School

I want our students to start thinking about using the bigger pieces of words because once we get into longer text, not all words we'll do letter by letter. When you get into a long text you can't break these words out letter by letter. It's going to take you forever to solve the word and you're going to lose your meaning of your story. So that's why I'm always saying find the big part, get it started, think about what's going to make sense in your story. Because if you get bogged down letter by letter then it's not going to work all the time anyway and you're going to lose the meaning of your story.

T: Think about those parts in words that you know. We've been talking about finding a big part that we know. OK, you just saw some of these in your book. (writes "story" on whiteboard) So what do we know? What's the first part you know?

T&S: "st" and "or"

T: OK. Then we can put it together,

T&S: story

T: So you've got to think about those parts. Same thing here – (writes morning) Yes, what's the big part that we know?

S: If you change the y you could write "store"

T: Yes, we could take this off and that that would be "store." That's good thinking. If I know "story," there's a part in this word that I know. What do I know here?

S: Morn – ing

T: mor – and then morn – ing. So get it started and find that big part just like what we were talking about. So that's kind of what we're going to do right now. I've got some letters. Dump those letters out and put them at the top of your boards. I've got them too. I want you to bring down the letter s and make the word "zoo." Make the word that says "zoo." Good. So what do we have? Now we can break zoo into 2 parts. Can you show me how to break zoo? (Students move z away from oo). Good. Show me the first part. Show me the first part. Show me your second part. Now take your second part, move it over, and we know –

T&S: zoo. Now add something to it and make it say, "zoom."

T: Get your finger under it and say it,

T&S: zoom.

T: You're not taking anything away. We're leaving that part. Do it again. Zoom.

T: I want you thinking about looking at this word, just like we were doing with story. What's the biggest part you can see in this word?

S: zoo

T: Zoo, yes. Back to what we started with, zoo. So sometimes you have to look for the bigger pieces that you know, OK? Now, I want you to push it all up, think about zoo, and make the word "moon." Make it say moon. So if I know zoo – T, does that look right? (child fixes) then I know what?

S: moon

T: Moon. What part is staying the same?

S: oo

T: the "oo", yes. Now I want you to push it up, think about zoo and moon, and make the word that says "tooth."

T: What part is going to stay the same?

S: oo

T: The oo part. Now let's see,. Ah, think about what do you hear? (child has thoot) How would it start? Say it – tt –too-thh. See we have to hear it and then we have to see it.

So think about what you hear (make tooth on whiteboard). Think about zoo, z-oo – remember, we broke it? Same thing here. What's the big part I know?

S: too

T: Too (runs finger under) Do you hear it? And then we have to see it too. That first part I know is too, and then th. Tooth. So think about those parts of words. They can help you, OK?

Using Known Parts – Commentary, Emily Garrett, Springfield Elementary School

The word study part of the lesson definitely lets me see what each student is doing. I always want them to say the words slowly, think about what their next - from zoo to moon. Say it slowly, what are you going to see first, in the middle and last. It lets me see which parts they can and cannot hear, or what maybe they're struggling with. I noticed M____, when we got to "tooth," put the th first and then he looked over and said wait, that's not what a friend over here has so he changed it. But I did go to him and say, let's say it. "What do you hear first? That's what you're going to see first, t, too, and then tooth."

I think a lot of times they'll just start changing letters before they say it and think about what they're hearing and what they should see. So that was something with him I don't think he really said it out loud to hear that part to begin with. So it does give me an insight on exactly what each child is doing and what maybe they're neglecting to do from the word study part.

They have to start thinking about the bigger pieces and looking for a bigger part and just noticing that a big part is what's going to help me the most here in this word. Same thing with their writing. So we're noticing that in reading, think about that in writing. It all ties in together to me. As far as word study, what we're writing and then pulling that back out again and taking it from text to text, using what I do one place to do that in other places as well.

ANALOGIES Lesson (Level 16) Elizabeth Arnold, Hodges Elementary School

T: We've been talking about words that have the silent e on the end. Do you guys remember me teaching you a little bit about that rule?

S: That's make.

T: We've learned this sight word together. When you guys see that "e" on the end, it's telling the vowel to say its name, right. So we learned that the "ake" chunk is a really important part for us to know. So today, we're going to put our known word, make, right there at the top.

T: Now, we've also learned about the sight word, "back." Now back does not have a silent e on it. So whereas in this word we're hearing the long a sound, in "back" you're going to hear the short a sound.

T: So there's going to be no silent e on the end of this one, and it actually has the part called "ack". You say "ack."

S: ack

T: So we know these. There are two really important parts we need to work on. We've spent time on both of these words, so we're going to be able to use them as our analogies. Just as we did in "her" and "fern," we're going to use "ake" and "ack" to help us with some new words. OK, we're using parts we know.

OK, everybody, I'm going to give you a word, and I want you to say it out loud, and then decide, which one is it going to sound and look like. The word is "lake." You say "lake."

S: lake.

T: Now I like to do this if you're not sure. I like to rhyme it out – lake, make; lake, back. Did you hear how I was trying to decide which one it sounds like? That might help you if you're not sure. OK, say lake and write it.

S: Lake was in our book.

T: Yes, it was in our book. Where did she take her crocodiles?

S: to the lake.

T: to the lake. Underline the part that looks the same. Does yours look like this one?

S: Yes

T: Good. So we know, if you know make, then you know –

S: lake.

T: lake. Do you see how they sound alike?

S: If you know make, you know cake.

T: Oh, that's another one. So where would we put cake? Go ahead and put cake on your list. (to child who is writing cake under back). Now you say it – cake. Ready, rhyme it out. Cake –

S: (erases)

T: Which one is it like?

S: make

T: make. So you have to move it. Underline the part that is the same. I want to draw your eyes to that chunk, because it's just like we did with ferns and her in our book. You want to be able to use a part you know.

OK, I'm going to make it a little trickier. Are you ready? What about the word "cracking." You say "cracking."

S: cracking.

T: Now, I want you to stop for a minute, because I want you to say the word "crack." Ready, say it.

S: crack

T: crack, make - crack, make? Let's try it again.

S: crack – bake.

T: No, this one's back. OK, it's tricking you. Ready, try it again. Crack –

S: back.

T: That's the one it sound s like. Now break it – cr-ack – good – And you're supposed to have an ending on this one. Crack-ing. Like I'm cracking the walnut.

T: What about the word "shake." You say "shake."

S: shake. sh-aaake.

T: What part's alike?

S: ake

T:the ake! The ake chunk!

S: If you know ake, you know shake.

T: You got it. Now before you erase it, because you're not just writers, I want you to touch each of your words and read them out loud before you erase them. Go.

S: (reads all the words)

S: (reads)

T: And what is this one?

S: back.

T: That's your linking word. You know that word, so that's the word that –

S: backing up

T: Yes, backing up, like I'm backing up in the driveway. It's the same thing.

Analogies Commentary, Elizabeth Arnold, Hodges Elementary School

To set up analogies with the t-chart, you try to take some known words for the chart because they need to have an anchor in, a link in. And since I've recently taught them make and back, have been in our previous sight word work, I chose those two words and I also chose them because we've been studying words that have that silent e on the end. They just need to know when do I make a long vowel sound and when you make the short vowel sound.

When I call out a word I always want them to say the word out loud. I think it's really easier for them to hear it. If I say the word they can hear it, but they need to be doing this for themselves, because in writers' workshop they have to do it. And then in their reading they need to decide what's making this sound, what sound does that chunk make. So I always have them articulate and then they have to decide where to put it. And I do try to give them a little trick, rhyme it out, listen to the sound. Some kids rhyme really easily and some struggle with that, so that kind of helps reinforce that as well.

After we spent some time sorting, I do like them to add words, like she added cake in. So that was nice, just because that gives them - oh they're really understanding, it gives them a chance to share. Then at the end I like them to go back and read their words because a lot of times when they're writing them they're not connecting that they're also able to read them. So I want them to see the reciprocity between reading and writing. So that's why we reread them.

Flexibility in Problem Solving, Ashinique Owens, Nevitt Forest Elementary School

We did the analogy chart because I do want them to be flexible and fluent. I really want them to be fluent in that now, they're able to find parts, it's just not fast enough. I've seen with this group that because it takes us so long sometimes, they lose the meaning of the story. So that's why I did "hot" and "hope" because we've been talking about, if it doesn't work one way, try it another way. So they got to see "hot" where the o said ah, and "hope" where they o said o. So just giving them those opportunities to see how words work.

T: Today we have the words

T&S: hot and hope

T: They both have an o, but do they say the same thing?

S: No

T: No. You know we've been working on – if it doesn't work one way, we have to do what?

T&S: Try it another way.

T: Try it another way. So I'm going to give you a word. You're going to either use hot to help you, or hope to help you. Are we ready?

S: Yes

T: I want you to write "rope." Which word is going to help you with "rope," – "hot" or "hope"?

S: hope

T: Hope. OK, let's go. Write rope.

(Students write)

T: What do you need on the end, T? Good job, friends. Roope. We see that part on the end that – what does that part say?

S: o

T: o, ope. Good, next one

T: Let's read what we have.

T&S: hot, pot, spot, hope, rope, slope

S: rope

T: Yes, we said rope. So listen friends, we got to look at these two words, hot and hope. We've been talking about, if it doesn't work one way, we have to try it another way. Not only that, but you saw parts in these words. When you're reading, you need to be looking for those parts and thinking as well. OK.