

EMK: Extending a Meager Knowledge of Words

Small Group Instruction

Every lesson is a lesson in attention. Marie Clay

*Keep the activity moving at a good pace. This should be completed in 5-7 minutes.

1. Teacher models saying the word slowly and tracing over the word, which has been written in large letters on a ½ sheet of paper. Children watch.

3 Ways of Remembering

- Trace the letters
- Say the word slowly as you trace
- "Make your eyes match your mouth." Can you hear that sound? Can you see it?

2. Pass out a ½ sheet of cardstock to each child with the word printed on it with a wide black marker. Have the children trace the word with their writing finger as they say it slowly in a quiet voice. Their voice should match their movement. Help children as needed.

Occasionally ask the students to "Do a slow check, make your eyes match your mouth." You will need to model this first! This means the student runs their finger under the word and says the word. Then ask the student to think about the sounds and the letters they see by saying:

What matches? (meaning what letters and sounds match) Can you hear it? Can you see it?
What's tricky? What do you hear? What did you expect to see? What do you see instead?

3. Place a salt tray in front of each child with the word already formed in the salt. Have the children trace the letters with their writing finger, quietly verbalizing the word. Their voice should match their movement. Remind them to read the whole word before they repeat the process. Repeat over and over.

4. Model, Mix and Fix: Give each child a baggie with magnetic letters to make the word. Say "Shake. Drop. One hand fix." The children move the letters together in serial order to make the word while saying the sounds slowly. Then read the word by putting their finger under the first letter before repeating the process. Fix and say over and over again.

5. Pass out a ½ sheet of paper and a pencil or marker to each child. The child writes the word while saying it slowly as many times as they can on the paper.

6. Have each child locate the word on a page of a Guided Reading book. Prompt by saying "Do a slow check, make your eyes match your mouth." Then read the word all together with their finger under the first letter. Ask each child, "What's the only thing you can say when you have your finger under that word?" "What if you don't?" "You have to fix it."

7. Locate the word on the word wall.

8. Locate the word on the predictable sentence chart and read the sentences together. Locate the word again after reading. Talk about how useful it will be to know this new word. Post the predictable sentence chart on the classroom wall to be used during read around the room.

Extensions:

- A small deck of cards, ≤10, of known and partly known high frequency words to be practiced for fluency
- Read the word wall to practice all words we have worked with
- Give students a baggie of letters and guide them to think about and make high frequency words; for example: use two letters to make the word 'my'. Change one letter make it say 'me'. Change the first part make it say 'the'. Change one letter make it say 'she' etc...
- Mask and Ask: Using a text with several lines of enlarged print available, such as a poem, have the students quickly respond to HFWs the teacher points to.