

How to Use This Book *(cont.)*

Lesson Components *(cont.)*

Getting Ready for a Lesson *(cont.)*

are white. Then some students would have to figure out where the vowels go. As you guide students through each lesson, you will also do the lesson with them on the overhead transparency so that they can view how you approach spelling each word.

You can also manipulate the scaffolding provided to students by copying the individual lesson response sheet on a lighter setting so that the shaded boxes, the ones that designate vowels does not appear for students. By manipulating the scaffolding or help provided to students for each lesson you can individualize your lessons and differentiate your instruction. Here are several ways can manipulate the scaffolding or help provided to students:

Least Scaffolding: Generic response sheet on page 93

+ Scaffolding: Individual response sheet for each lesson copied on a light setting so that only the letter boxes are provided.

++ Scaffolding: Individual response sheet for each lesson copied on a normal setting so that letter boxes, vowels, and consonants are indicated.

+++ Scaffolding: Individual response sheet copied on a normal setting and in which you write in the word family in the appropriate boxes before copying.

Most Scaffolding: Individual response sheet in the +++ scaffolding level and in which you also write in other selected letters before copying.

The Main Part of each Lesson

The essential part of each lesson is the dictation of the words and sentences so that the students can write the words. Below is a detailed description of this process. An at-a-glance overview can be found in the box on page 10.

Words and Sentences

Start each lesson by writing the target word family on the board, and have students write it at the top of their response sheet. Tell students that today's lesson will focus on the targeted word family and review the sounds represented by the word family. Next, have students locate the box on their response sheets where the first word should be written. Then, pronounce the first word in the lesson and help students determine the number of letters and sounds that are used for that particular word. For example, you may pronounce the word very slowly so that the blending of the letters can be easily heard. The students should also say the words aloud together so they learn to correctly pronounce the words.

Read aloud the explanatory sentence that goes with the word. For emphasis, you may give the students additional clue sentences that contain the word and its meaning. You can also pronounce the definition for the target word. Allow the students a few seconds to write the word in the appropriate space on the response sheet, one letter for each box (you may also allow students to work with a partner to write each word).

Then write the word on the transparency, chalkboard, or chart paper so that students can readily check their work against yours. Repeat the process with all the words in the lesson. This concludes the main part of each lesson. There are also other lesson segments that you can then use to extend students' knowledge and use of letters and sounds, especially the key concepts for each lesson.

How to Use This Book *(cont.)*

The Main Part of each Lesson *(cont.)*

Vocabulary

An important aspect of learning to read and spell is for students to become engaged with the meaning of what they are reading. In *Making and Writing Words: Essential Word Families*, explanatory sentences have been provided for each word. The sentences were designed to help beginning readers gain an understanding of the meanings of the words and the contexts in which they might be used. In many cases, students may be hearing the word for the first time. This provides an opportunity for you to expand your word-building lesson into a vocabulary-building activity. The explanatory sentences are there as guides for your use. Feel free to expand upon them, create new sentences, discuss alternate usages of some words, etc. As often as possible, connect the words to your classroom situation and your students' lives. You could also give individual students a chance to read the words and illustrative sentences to the whole class. You will find that the illustrative sentence along with your own input and perspective will provide a great opportunity for vocabulary development and class discussion about the meanings of the words. Another activity for increasing vocabulary is Word Sorting, which is described on pages 9 and 10.

Optional Activities

Challenge Words and Additional Words

After students make the 10 words for each lesson, have them try the challenge words. These are more complex, multisyllabic words. The challenge words are meant to stretch students' spelling and word decoding knowledge. If you would like to further study the word family, use the blank student response sheet to have them practice with the additional words.

Phonetic Sentence

Following the Additional Words is a phonetic sentence that contains some of the words from the lesson and some additional words. For beginning readers, you can write the entire sentence on the board, leaving out the key words from the lesson. Have the students copy the sentence on a sheet of paper. You may say the deleted words and have students write them on their own. Or, you may guide students in selecting the appropriate word for each blank space. For more advanced students, simply have them write the entire sentence from your dictation.

Word Sorts

Word sorting categories follow the challenge words. Have the students write each of the 12 words (10 from the main lesson plus two challenge words) from the lesson onto small slips of paper (one word per paper slip). Then have them sort the words into piles that reflect categories that you call out. Category suggestions are provided for each lesson. Feel free to think of your own sorting categories. Here are some word sorts you might pose for a given MWW lesson:

- Sort your words into three piles: words with one-syllable, two-syllables, and three or more syllables.
- Sort your words into words that contain consonant blends and those that don't.
- Sort your words into words containing consonant digraphs and those that don't.

How to Use This Book *(cont.)*

Optional Activities *(cont.)*

Word Sorts *(cont.)*

- Sort your words into words that begin with the t sound and those that don't.
- Sort your words into words that contain the long a sound and those that don't.
- Sort your words into words that have a two- or three-letter word inside of it and those that don't.
- Sort your words into words that represent things (nouns) and those that don't. (Do the same for action words, or verbs.)
- Sort your words into words that describe how a person may feel and those that don't.

As students become adept at sorting words, you may wish to have them come up with categories. Even young children display a surprising degree of creativity in leading this task. Instead of sorting word cards, you may ask students to write the categories on blank sheets of paper and then list the words under the appropriate category.

With each new category, students gain added exposure and practice with the words they made earlier, which is critical to their sight-word development. They also analyze the words from a variety of perspectives. This gives them greater control over and knowledge about how the words are constructed (spelled) and what they mean.

Summary of Steps in a *Making and Writing Words* Lesson

1. Read the first word and help students think about how many sounds it has, how many vowels and consonants, etc. Students should also say the word.
2. Read the sentence that goes with the word; talk about the meaning(s) of the word.
3. Have students write the word in the appropriate box remembering that vowels go in shaded boxes and consonants go in unshaded boxes.
4. Have students check their work as you think aloud while writing the word on the transparency.
5. Allow students to correct their work.
6. Repeat with remaining words.
7. Do any or all of the optional activities as described above.
8. Above all, have FUN with *Making and Writing Words: Essential Word Families!*

est**Words and Sentences**

1. chest	A <u>chest</u> is a box you can use to store valuables.
2. crest	The highest part of a hill is called the <u>crest</u> .
3. zest	Lemon <u>zest</u> adds a delicious flavor to apple pies.
4. quest	Famous explorers went on <u>quests</u> for new land.
5. best	Since I won the race, the coach said I was the <u>best</u> runner in my class.
6. suggest	To <u>suggest</u> is to offer something as an idea.
7. forest	The tallest redwood trees are deep in a <u>forest</u> .
8. closest	The <u>closest</u> planet to the sun is Mercury.
9. houseguest	My uncle was a <u>houseguest</u> at our home for over a week last year.
10. interested	Being curious means that you are <u>interested</u> in knowing about something.

Challenge Words

destiny, investment

Additional Words

digest, destination, estimate, investigate, contestant

Phonetic Sentence for Dictation and Decoding

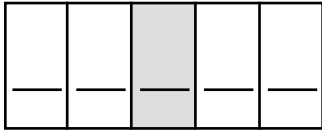
I suggest we investigate the closest forest.

Word Sorts

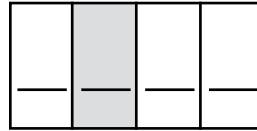
Verbs

Nouns

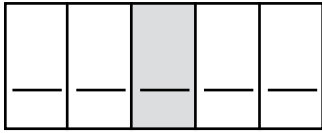
1.



5.



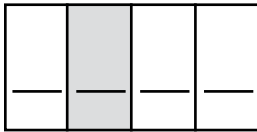
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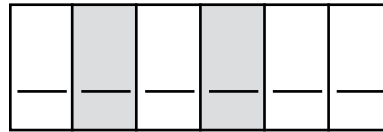
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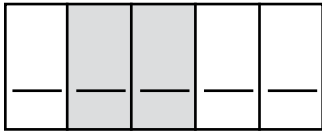
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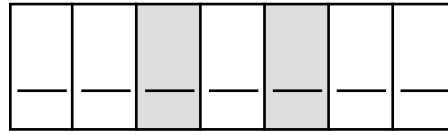
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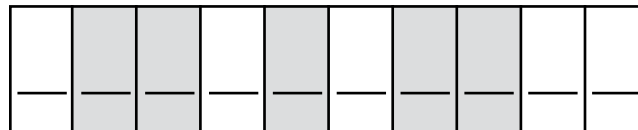
4.



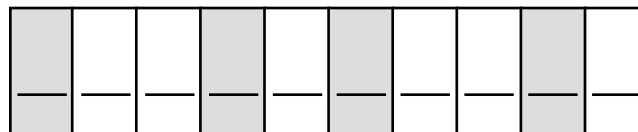
8.



9.

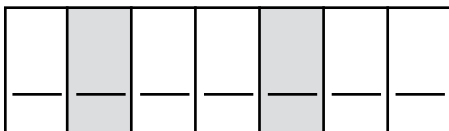


10.

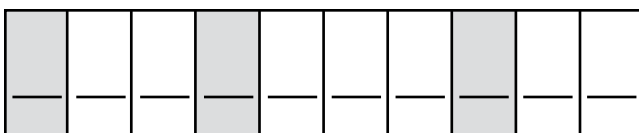


Challenge Words

C1.



C2.



Lesson Activities

ine + ap

Words and Sentences

1. divine	My mother thinks that my sister's new dress is <u>divine</u> .
2. Capitol	The <u>Capitol</u> is where Congress meets.
3. finest	My mom uses her <u>finest</u> dishes for special meals.
4. chapter	For next week, you should all read <u>chapter</u> two and write a brief summary about it.
5. diner	A <u>diner</u> is a small restaurant that serves fast food like hamburgers.
6. capture	As I am reading, I try to <u>capture</u> the main ideas in the story.
7. define	To <u>define</u> a word is to tell what the word means.
8. happen	Do you know what will <u>happen</u> if you don't do your homework?
9. refinery	A <u>refinery</u> is a place where gasoline for cars is made from crude oil.
10. pineapple	My mom makes a very tasty <u>pineapple</u> cake.

Challenge Words

baseline, confinement

Additional Words

mine, sap, twine, zap, lap, canine

Phonetic Sentence for Dictation and Decoding

The chapter was about a diner who ate a pineapple in the divine Capitol.

Word Sorts

Nouns

Adjectives

1.

—	—	—	—	—	—

5.

—	—	—	—	—

2.

—	—	—	—	—	—	—

6.

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3.

—	—	—	—	—	—

7.

—	—	—	—	—	—

4.

—	—	—	—	—	—	—

8.

—	—	—	—	—	—

9.

—	—	—	—	—	—	—	—

10.

—	—	—	—	—	—	—	—	—

Challenge Words

C1.

—	—	—	—	—	—	—	—

C2.

—	—	—	—	—	—	—	—	—	—

Lesson Activities
