

Launching (Lesson 21) Using the Magic Line

Minilesson Teaching Point: Stretching and Writing Words, Using the Magic Line for sounds we don't know

Standards:

Materials:

- Chart paper
- Markers
- Dry erase boards and markers (optional)

Connection:

*“Writers, yesterday we talked about using our alphabet sound charts to help us write words. I want to teach you about another strategy we can use when we are writing and we get stuck. Today, we will learn to use the **Magic Line** when we don't know the letters that go with the sounds we want to write.”*

Teach (modeling):

*“Watch how I decide what letters I'll put on my page when I'm writing my words. Some words I already know, but some I will have to figure out. Watch how we can figure out the spelling of words we don't know and the new strategy of **Magic Line**. Here's my sentence: (Say) I bought a watermelon at the store.”*

Think aloud and write:

I “Oh, I know how to write that, T”

Bought “I hear a /b/ b, b, b at the beginning (refer to the sound spelling cards).

“/o/...I don't know what letter makes that sound so I'll draw the **magic line**. /T/ - I remember that 't' makes that sound (refer to sound spelling card to double-check) so I'll write 't' at the end. (Reread the word).

A “Oh, I know how to write that, 'a”

Watermelon “What do I hear? It's a long word...I'm going to write the sounds I hear, use the **magic line** for the sounds I don't know, and keep going.”

At “I know how to spell that.”

The “Is it on the word wall, too?”

Store “I hear /s/ at the beginning. What else do I hear? /r/? I'm going to write down those sounds with a **magic line** and keep going.”

“Now let's read our sentence:” (slowly) “I b____t a w__rmel_n at the st_r.

“Did you notice that I said my words really slowly and listened for sounds that I knew? Did you notice where we used the **Magic Line** when we didn't know all of the sounds?”

It really sped up our writing, it made it go a lot faster.”

ELD: Supported in lesson.

NOTE: Magic lines may also be used as a place holder for whole words if necessary.

Active Engagement (guided practice):

“Now let’s practice together.

“What sounds do you hear in the word, ‘classroom?’”

TIP: use a word (or two) that a lot of children want to put in their writing, but may be struggling to spell.

Call on student volunteers to name the letters that go with the sounds and record using **Magic Line** strategy.

May share pen and have a student demonstrate or let all practice with dry erase boards or paper.

Bridge to Independent Practice:

*“Today in your writing say the words you want to write s-l-o-w-l-y. Try to stretch them out and use the **Magic Line** for sounds you don’t know. Remember, just keep writing! Writers write the best they can and move on.”*

Closure:

Select 3-5 students to share how they used the **Magic Line** or their sound spelling cards in their writing.

Reflection:

Resources & References: (adapted from, acknowledgments)

Kidwriting by Eileen Feldgus.