

## Launching (Lesson 22) Stretching Out Words

### Minilesson Teaching Point:

Students will learn how to stretch words out to help them write the letters for the sounds they hear.

NOTE: This lesson also models for teachers how to use interactive writing in their classroom.

### Standard(s):

### Materials:

- Chart paper
- Chart markers
- Dry erase boards and markers or individual paper and pencils with clipboards
- Pre-planned writing idea, short and simple (You could use a whole class experience or use the example provided below.)

### Connection:

*“We have done so much great writing so far this year. I have noticed that sometimes you get stuck when you don’t know what letters to write for the word you are thinking of for your story. Today I want to teach you a **strategy** to help you when you get stuck. The **strategy** I am going to teach you is called, ‘**stretching out the word.**”*

### Teach (modeling):

Quickly think of what you want to write about. Think aloud as you draw the picture, then, get started on the writing. *“Today I drew a picture of when I went to the beach. I want you to watch me as I write and notice what I do when I come to a word I don’t know how to spell. Remember, I will do the thinking aloud, while you watch quietly. I want to write, ‘I made a castle at the beach.’ I know how to write I. I will write that on my paper. Now I want to write the word, made. I am not sure how to spell that. I will try **stretching out** the word. First, I will say the sounds I hear, like what we practice when we hear small sounds. /m/ /a\_e/ /d/. /m/, that is an ‘m.’ I will write that. ‘/a\_e/,’ I hear the letter ‘a.’ /d/, that is a ‘d’.* Teacher actually writes the letters m-a-d on the paper. The focus should only be on the letters heard, not correct spelling. Continue to the next word. Pause again at castle. Model **stretching** and **segmenting** to identify the letters. Quickly write “at” and “the.”

