

<p>Mini-lesson: Launching (18) Spacing in and Between Words</p> <p>Standards: CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). -Distinguish long from short vowel sounds in spoken single-syllable words. -Count, pronounce, blend, and segment syllables in spoken and written words. -Orally produce single-syllable words, including consonant blends and digraphs. -Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. -Add or substitute individual sounds (phonemes) in one-syllable words to make new words. CC.1.1.D Know and apply grade level phonics and word analysis skills in decoding words. -Identify common consonant digraphs, final-e, and common vowel teams. -Decode one and two-syllable words with common patterns. -Read grade level words with inflectional endings. -read grade-appropriate irregularly spelled words. CC.1.4.1.M Write narratives to develop real or imagined experiences or events. CC.1.4.1.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. -Capitalize dates and names of people. -Use end punctuation; use commas in dates and words in series. - Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.</p>	<p>Materials:</p> <ul style="list-style-type: none"> • Chart paper • Markers • Prepared writing samples on chart paper—one with spaces between words, one without • Two of the same sentences from, e.g., Pig in a Wig, one showing proper spacing and the with the words squished together. 	<p>Connection:</p> <p>“Have you ever noticed in your writing that sometimes it is difficult to read? Authors want people to read what they have written! It has to be legible! One thing that is really important is spacing. When we have spaces between our words, it makes it easier for other people to read our writing.”</p>	<p>Teach:</p> <p>“When I write, I need to think about sounds and I need to be sure my reader knows which sounds (letters) go together in one word. These sounds (letters) need to be close together. But my reader needs to know where my word ends and a new word begins. I show them this by putting spaces between my words.”</p> <p>Share two writing samples (one with spaces between words, one with no spaces between words) to emphasize how much easier it is to read when spaces are present. [Show two of the same sentences from, e.g., Pig in a Wig, one with proper spacing and one with the letters squished together.]</p> <p>“Examine these to sentences. Tell yourself how they are different. Is one of these sentences easier to read? Why is it easier to read?”</p> <p>As a student or two respond, confirm their answers, “You’re right. This one is so hard to read because it doesn’t have any spaces between the words. This other one is so much easier to read!</p> <p>Watch while I write a sentence. I’ll put the sounds (letters) of a word together and use</p>
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my finger to leave a nice big space between words.”

Model writing 2 or 3 short sentences with finger spaces in between words.

“I’m going to add on to my story from yesterday. First, I’ll reread what I wrote:”

I slipped on my bike. I cut my hand.

“I want to add:”

I got blood on it. I cried and cried.

“Watch closely as I write my words.” Model thinking aloud about how, for example, all the letters in ‘got’ go together because they are one word, but how when you don’t hear any more sounds in that word, you need to make a space to write your next word.

ELD: Supported in lesson.

Active Engagement:

“Turn and talk about the finger spacing you saw me use.”

Invite a couple of students up to the chart paper to demonstrate finger spaces between words with simple sentences.

Bridge to Independent Practice:

“As you write today remember that letters in a word need to be close together and when you don’t hear any more sounds in that word you are done. Then you need to make a space and write your next word.

You may want to use your finger to help you make spaces between words.”

Monitor students’ independent work, reminding them about spacing.

Closure:

Select a few examples of good spacing to share.