

<p>Mini-lesson: Launching (9) Using the Magic Line</p>
<p>Standards: CC 1.4.1.T                  With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.                  CC 1.5.1 C                  Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood                  CC.1.5.1.A                  Participate in Collaborative conversations with peers and adults in small and larger groups.</p>
<p>Materials:</p> <ul style="list-style-type: none"> <li>• Chart paper</li> <li>• Markers</li> <li>• Optional: Dry erase boards and markers.</li> </ul>
<p>Connection:</p> <p>“We’ve talked about how to find words on the word wall, and stretching words. 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.”</p>
<p>Teach:</p> <p>“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 for how we can figure out the spelling of words we don’t know and the new strategy of Magic Line. Here’s my sentence:”</p> <p>(Say) “I bought a watermelon at the store.” Think aloud and write:                  I—“Oh, I know how to write that, ‘I.’”                  bought— “I hear a /b/ b, b, b at the beginning and a /t/ at the end. But I don’t know what is in between. Oh well, I’ll just write the ‘b’ and put a Magic Line for the other sounds, and a ‘t’ at the end.”                  a—“Oh, I know how to write that, ‘a.’”                  Watermelon— “What do you hear? It’s a long word...let’s write the sounds we hear, use our Magic Line, and keep going.”                  at—“Is it on the word wall? Oh, there it is.”                  the—“Is it on the word wall, too?”                  store— “I hear /s/ at the beginning. What else do you hear? /r/? Let’s put 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.”                  ELD: Supported in lesson</p>
<p>Active Engagement:</p> <p>“Did you see how I did that? Now let’s practice”.                  “What sounds do you hear in the word, ‘classroom’?”                  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.</p>
<p>Independence: “Today in your writing say the words you want to write slowly. Try to stretch them out</p>

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: Help students stretch words as needed. Remind them to use the Magic Line when they don't know the letter for a sound in their word.  
Select 3-5 students to share how they used stretching or the Magic Line in their writing.