

Mini-lesson: Launching (6) Using the Word Wall to Help Write Words

Standards:

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.

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.

Materials:

- Chart paper and markers
- Simple story partially written from yesterday (use example in this lesson or your own story)
- Word Wall
- Sticky notes
- Paper choice or journal

Connection:

“Writers use all kinds of resources to help them do their best work. One of the resources we have in the room is the word wall. You saw me use it yesterday. Our word wall has words that we use all of the time in both our reading and writing. Right now the words you learned in Kindergarten are on the word wall, words like “he” and “she” and “the.” Recall a student who used the word wall a day or two before and tell a short story about it.

“A couple of days ago, Isaac was writing about a frog jumping when he went camping this summer. He wanted to write ‘I saw a green frog,’ but he had a problem – he didn’t know how to spell ‘saw.’ So, he did something really smart. He knew he had seen the word somewhere and then he decided to check the word wall. He knew it started with an ‘s’ so he went to the word wall and looked below the letter ‘s’ and found the word.”

Teach:

Model writing the rest of the story from yesterday. First, reread the sentence you and your students wrote: “I saw a fish jump out of the water.”

“The next part of my story is: I smiled and jumped too.”

I—“Oh that’s easy, it’s an ‘l,’ and just to check – oh, it is on the word wall.” Model checking the word wall and thinking aloud as you do it.

smiled— “I’ll sound it out, /s//m/ /i/ /l/ /d/”

and —“That’s a word we use a lot, so I think it might be on the word wall. I hear the /a/ sound, I’ll look under the ‘A’ on the word wall and see if my word is there. There it is! I’ll copy it down.”

Jumped— “I’ll sound it out...” Quickly stretch it and write it down.