

<p>Mini-lesson: Launching (5) Stretching and Writing Words</p>
<p>Standards: CC 1.4.1 M Write narratives to develop real or imagined experiences or events.</p>
<p>Materials:</p> <ul style="list-style-type: none"> • Simple story or use the example under “Teach” below • Chart paper • Markers
<p>Connection: “We’ve learned where to find tools to help us write. Today I want to talk to you about a strategy that will help you write the words to your stories. Today we’ll learn about stretching and writing words.”</p>
<p>Teach: “Okay, I have an idea that I want to write about. Now I’m closing my eyes and making a movie in my mind. Watch how I decide what letters I put on my page when I’m writing my words. Some words I already know, but some I will have to figure out. To figure out those words, I’m going to use the strategy of stretching out the word by saying it slowly and writing the sounds on my paper. Watch for how I figure out the spelling of words I don’t know. Here’s the first part of my story:” (Say) “I went for a hike by the river.” I—“Oh I know how to write that.” Went—“/w/, /w/, /w/— /e/ is ‘e’, /n/ is ‘n’, /t/ is ‘t.’” For—“I know, it’s on the word wall.” Demonstrate finding it and copying it down. a—“I know this one.” hike—“/h/, i, /k/--I think there’s an ‘e’ at the end of this word.” by—“on the word wall.” the—“on the word wall.” River—“/r/ I hear an ‘r.’ I’m not sure about the next sound, but I hear a /v/ and another /r/. I think I’ll just write those letters and go on.” “Did you notice that I said my words really slowly and listened for sounds that I knew?” ELD: If ELLs are having trouble remembering letter sounds, you can encourage them to use Scott Foresman Sound/Spelling Cards posted on your wall or give them an advance copy of a personal alphabet chart (L10)</p>
<p>Active Engagement: “Did you see how I did that? Now let’s practice with a few more words. Here is the rest of my story:” (Say both sentences, but then model just the first sentence. Save the second sentence for tomorrow’s lesson on using the word wall.) I saw a fish jump out of the water. I smiled and jumped, too. Just do the first sentence. Save the second sentence for tomorrow’s lesson on using the word wall. I—“Oh I know how to write that.” saw—“That’s on the word wall.” Demonstrate finding it and copying it down. a—“I know this one.” fish—“Let’s say this together slowly and stretch out the sounds - /f/ /i/ /sh/. Who can tell us the first sound they hear? What letter makes that sound?” Write the sound and continue. jump—“Let’s say this together slowly and stretch out the sounds - /j/ /u/ /m/ /p/. Who can tell us the first sound they hear? What letter makes that sound?” out—“Let’s say this together slowly and stretch out the sounds - /ou/ /t/. Who can tell</p>

us the first sound they hear? What letter makes that sound?" (Note: this word might be on your word wall already. If it is, pretend to find it and write it quickly. of—"That's on the word wall." Demonstrate finding it and copying it down. the—"That's on the word wall." Demonstrate finding it and copying it down. water—"Let's say this together slowly and stretch out the sounds - /w/ /o/ /t/ /r/. Who can tell us the first sound they hear? What letter makes that sound?" As a group, say the words slowly. Students raise their hands to say the sounds they hear. Record letters on chart paper. Then, as a group, read the words as you point.

Independence: "Today in your writing, say the words you want to write slowly; try to stretch them out like we just practiced. Remember you can just write the sounds you know and keep writing."

Closure: Help students stretch words and record sounds as needed. Use a classroom alphabet chart with pictures to help students, especially for ELL.
Select 3-5 students to share a word they stretched and wrote in their writing.