

Demonstration Lesson

The Little Turtle—Snapped

Key Word: snapped

The key word is selected from a Shared Reading text. You might choose to reread the Shared Reading book before the lesson and point out the key word. Alternatively, you can wait until only the last word (the key word) is to be completed and then turn to a page that contains that word in the Shared Reading text, read the page with students, and ask them to predict, “Which word can we build, using all of our letters?” Students can try out their predictions by building possible words.

Context: *The Little Turtle* by Vachel Lindsey, pages 6, 7, 8, 9

This heading in a lesson always indicates where the key word can be found in the context of a particular Shared Reading text.

Building Words:

as	and	snap	snapped
an	pan		
	pad		
	sad		
	pen		
	den		

Note: You don’t need to use all of the words, but take care if eliminating a word or two as your decisions will have an impact on the pattern sort.

Preparation

- Write the words from the Building Words list on word cards and arrange the cards in a stack following the list above. The first word in the stack will be *as* and the final word will be *snapped*. The words are arranged in clusters of two-letter words, three-letter words, and so on.
- Put the large teacher letters that form the word *snapped* in the bottom pocket of your pocket chart. Scramble the order of the letters so that the word *snapped* is not apparent.

Resource Materials

Student and Teacher Letter Cards BLMs can be found on pages 111–128. Photocopy the pages back-to-back, then cut and laminate the photocopied cards or photocopy the letters onto thin card stock. Copy the vowels (plus “y”) onto coloured paper and copy the consonants onto white paper.

Note

For the teacher cards, you will need three or four of each vowel and about three of each consonant. For a small group of 10 students, you will need about 50 of each vowel and about 35 of each consonant. Class sets of Alphabet Cards for Students and for Teachers may be purchased through Alberta Learning Resources (www.lrc.education.gov.ab.ca).

Focused Lessons

Note

Small student letters may be stored in utility containers, such as those used to store nails and screws. These containers often have more than 26 drawers and each small set of letters can be stored in a drawer.

Note

Racks may be created by running a groove down one side of small pieces of wood. Students then place their letter cards upright in the groove when they build words.

Teaching Tip

Saying the word slowly is helpful to encourage students to hear the sounds in sequence.

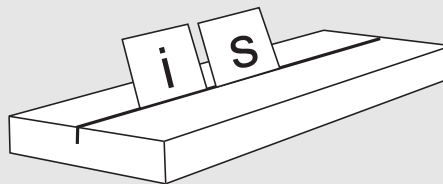
Note

Sometimes, smooth transitions are not possible. In those cases, ask students to clear the last word from their racks and start again.

- Provide each student with small letters. For this lesson, they will each need:

Number of Letters	Letters
1	n
2	p
1	s
1	a
1	d
1	e

- Words can be built on the tops of desks and tables, but racks are better as they allow you to see the words being formed. They also provide a definite place for words, as an instruction that works is, *Put a word in your rack and store your letters on your desktop.*



The Process of the Lesson

- When the materials are prepared, start the lesson. State the number of letters in the word. Then say the word and put it in a contextual sentence, for example, *First we are going to make words with two letters. The first word is as. "His hands are as cold as ice." Make the word as in your racks. Say the sounds in the word slowly, /a-s./*
 - When students have made the word, ask one student to build the word with the large teacher letters in the pocket chart. Ask students to check their own word and fix it if necessary, for example, *Peter made as. Look at how you made as on your racks. Fix it if you need to.* The word card *as* is placed on the top row of the pocket chart.
 - The words are arranged to facilitate transition from one word to another. These transitions provide helpful teaching of concepts, for example, *We've just made the word pan. Take out the last letter, "n," and add a new last letter to make the word pad. "The helicopter landed on the pad." Pad.*
- Progress through the words following the same procedure.

Word Pattern Sorts:

Words starting with "p"	-en	-ad
pan	pen	pad
pad	den	sad
pen		

Note

Sometimes words can fit into two pattern sorts, for example, *pen* fits with words starting with “p” and ending with “en.”

Teaching Tip

Select the patterns that you think would be the most helpful for the small group.

Teaching Tip

When you give a reading context, you can write the ideas on sentence strips and model reading aloud, pausing at the transfer words. Ask, *Which pattern will help me to read this word?* Reread the sentences together.

Teaching Tip

When you give a writing context, always ask, *How can I spell this word?* and *Which pattern will help me?*

Preparation

- Word sorts and transfers to reading and writing are completed after the word-building process. They are almost always done on a different day so that lessons are paced and focused.
- Prepare cards or slips of paper with the pattern sorts to be completed. In this lesson, for example, the basic sorts are for words starting with “p” and ending with “en” and “ad.”
- Some teachers like to use two pocket charts for the sorts as the patterns can be arranged in one pocket chart and the words transferred to the second. However, the sorts can be done on one chart if the words are moved up to allow room to build the columns of sorted words.

The Process of the Lesson

- One pattern is placed in the top pocket of the chart, for example, “en.” Students are asked to look for words that end with this pattern. The words need to “look the same” and “sound the same” at the end. As students read the words, the words are placed in a column under the “en” pattern.
- The same procedure is followed for each word sort. When a word fits into two patterns, for example, *pen* in this lesson, the word can be transferred and the reasons discussed why it fits into the “en” and words starting with “p” patterns.

Transfer to a Reading Context

- ▶ Peter (*Peter can read a book.*)
- ▶ had (*He had a red ball.*)
- ▶ hen (*We can see a hen at the farm.*)

Modelling reading strategies is always helpful. In this case, you can expand modelling to include self-questioning, for example, *Does that make sense? Does that sound right? Which pattern will help me check it out?*

Transfer to a Writing Context

- ▶ Dad (*I’m writing a note to my Dad. Which pattern will help me spell Dad?*)
- ▶ Ben (*I need to write a label for Ben’s coat. How can I spell his name, Ben?*)
- ▶ put (*In my journal, I want to say, “He put out the fire.” Which letter does put start with?*)

Set up the writing purpose and state the word. Ask students to use the patterns to help you spell the words. Print the words as students spell them for you, and add them to the lists of words in the pattern sorts.

Focused Lessons

Adding Words to the Patterns

When students have acquired some knowledge of pattern transfers, ask them to think of other words that fit the patterns.

Write the new words on paper and add them to the lists in the pocket chart.