

## Within Word Pattern

Within Word Pattern spellers can develop most single – syllable, short vowel words correctly, as well as focusing on silent letters in words. The students can read silently and write more fluently in an extended fashion. At this stage, students can spell most beginning consonant digraphs and two – letter consonant blends but often confuse common spelling patterns. Word walls are still being used at this stage, but now they contain irregular high frequency words that can be learned through many different multi modal practice activities. Homophones, blends, and long vowels tend to be focused on at this stage of development.

Word sorts during this stage usually contain activities sorting long and short vowel sounds. Word sorting can be used in many different ways such as through bingo or pulling words out of a hat and then sorting them. Making words activities with chunking is a key element at this stage because it allows the students to use rimes which will help students with their contextual reading. Word walls are also important, especially chunking walls. The students can find familiar chunks in their everyday life whether it is in the environment, magazines or text books being used in the classroom. The teacher can create a separate wall dedicated just for chunking. A student's name can be placed on the word wall such as “Mary” The students will then decide what the chunk is and find words that have the similar chunk and add it to the wall. The class can then gather as a whole where they will discuss the words that have been added.

Scategories Worksheet – Rimes and Consonants

Student Teacher: Alicia Nelson

Date: October 14, 2010

Grade Level:

Subject: Language Arts

Supervisor: Susan Seidenstricker

Within Word Spellers

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PRELIMINARY PLANNING

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**PA Standards:**

**1.1.2.B:** Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.

**1.1.2.C:** Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.

**.6.2.A:** Listen actively and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions.

**1.6.2.B:** Use appropriate volume, clarity and gestures in individual or groups situations.

**Pre – Assessment:**

- The students will complete a worksheet about words that rime

**Objectives:**

- Students will be able to figure out words by giving them one beginning consonant or blend and matching it with a word family
- Students will be able to come up with their own rime words

**Individual Modifications:**

N/A

**Materials:**

- Scategories Worksheet

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LEARNING SEQUENCE

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Description

Time: 5 minutes

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**INTO**

Introduction/Motivation/ Focus Attention

- The teacher will ask the students what type of games they play with their parent that they spell out words. Hopefully one of the students will mention scategories. If no one mentions the game, the teacher will introduce it to the students.

Description:

Time: 20 minutes

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**THROUGH**

Learning Activities (Input, Modeling, Checking for Understanding, Guided Practice, Independent Practice)

- The students will work in a group of two or three
- Along the top row, the teacher will provide the students with 5 rimes that they will use to create their words
- Along the left side column going from top to bottom the teacher will provide 5 consonants that will be used to start off the word
- The students will then work with their partners to figure out what possible words can be
- Only one word is aloud in each box
- Each team will be awarded a point for every letter that they use in each box
- Awarding point to each group will encourage the students to think harder about creating words that are bigger
- The group with the most points gets to have five extra minutes of free time at the end of the day

Description:

Time: 5 times

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**BEYOND**

Closure: (Review, Check for Understandings, Summarize, Future Forecast, Transition)

- The students can play the activity again but this time they will try and come up with as many words as they can to put into each box.
- Points will then be awarded for each word that you create. The group with the most points at the end is the winner