

Date: _____

Reading Small Words

PLAN

Component: Decoding

Instructional Activity: Reading Small Words

Materials Needed: whiteboards, markers



Approximate Time:
10 minutes



**Click here for video
example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

You are going to learn a strategy for what to do if you come to a word, you don't know when you're reading.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary.

Before we begin, let's review what a vowel is. In the English language, vowel sounds are represented by the letters *a, e, i, o, u* and sometimes *y*. Vowel sounds are made with our mouths open. The shape of our mouth determines the sound of the vowel. Every syllable has one vowel sound. Sometimes the vowel sound is spelled with one vowel letter and sometimes it is spelled with more than one letter.

Date: _____

I DO IT!

Demonstrate. *Teach the new skill, model with clear explanations, verbalize your thinking process.*

Watch and listen as I show you how to figure out a small word. If you already know the word, don't say it out loud. I'm going to pretend I don't know the word. Write the word *splat* on the board.

First, I find and underline the vowel in the word. I see an *a*. Underline *a*. I know the letter *a* says /ăăă/.

Next, I look for other parts of the word I know. I make a dot under any other parts I know and say the sound. I know *l* says /lll/, *t* says /t/, *s* says /sss/, and *p* says /p/. I know all the parts of this word! That means I can read it!

Now, I sound it out smoothly from left to right. I try to hold on to each sound until I start saying the next sound: /sssplllăăăt/. Sound it out 1-2 more times, saying it a little faster each time. *Splat!* The word is *splat*.

Finally, I check it. I ask myself, *does that sound like a real word I know?* Yes! *Splat* is a word that describes a sound. If I found the word in a sentence, I would go back and re-read the sentence with the word *splat*, to make sure it makes sense.

Date: _____

Provide guided practice.

Distribute student whiteboards, markers, and erasers.

Let's try it together! Write the word *snap* on the board. **Write the word on your board.**

First, find and underline the vowel. Think: What vowel do you see? What sound does it make? Underline the vowel. Give students think time. I see an *a*. Underline *a*. I know the letter *a* says /ăăă/.

Next, look for other parts you know. Dot under any other parts you know and say the sound. Give students think time. Dot under *s*, *n*, and *p* and say each sound. **Do you know all the parts of this word? That means you can read it!**

Sound it out smoothly from left to right. Hold on to each sound until you start saying the next sound: /ssnnăăăp/. Sound it out 1-2 more times, saying it a little faster each time. *Snap!* The word is *snap*.

The last step is to check it. Does it sound like a real word you know? Yes! *Snap* makes sense.

Repeat the routine using the following words.

Word List
slam
hand
stamp
mast

WE DO IT!



If students need support with:	Then try this:
Blending sounds together (and you have already considered the kinds of sounds they are working with)	Back up to two sound words (at, in, up, ox, etc).
Blending sounds together and then correctly saying the whole word	Use magnetic alphabet tiles and have student push the tile up as they say the sound. "Mark" the place where the first sound is to remind students to go back to this sound before saying the whole word.

Date: _____

YOU DO IT!

Provide independent practice.

Now, you all will do it by yourselves. Write the word on your board. Underline the vowel and dot under the other parts you know, then read the word. When you think you know the word, raise your hand, and I'll come to you so you can whisper it to me.

Repeat the routine using the following words.

Word List
map
grab
slant
bland
cram

ASSESS

Assess students (formally or informally). *Determine the level of mastery for the stated objective.*

Observe individual students as they respond during guided and independent practice. Scaffold or correct all errors. Provide specific feedback for accurate responses. If you are unsure if a student truly has the skill, consider holding them at the table while the rest of the group goes to their next work so that you can quickly check in with the student individually.

ENRICH/EXTEND

Enrichment/Extension. *Provide enrichment and extension activities for students who need less support.*

When students are ready, they can move on to decoding five or more phoneme words. Also consider having students read small words with any previously taught affixes added to them.