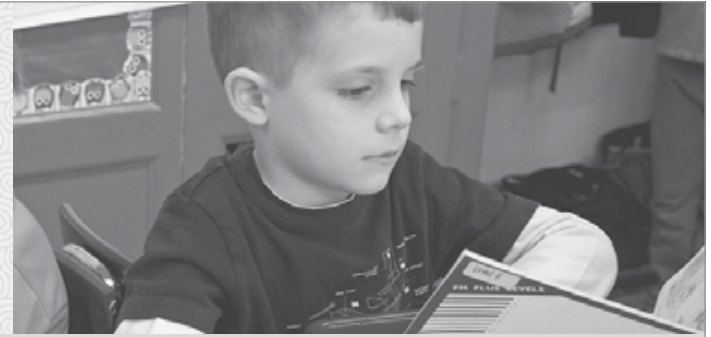


Session 7

Readers Think about What Kind of Word Would Fit



MINILESSON

IN THIS SESSION, you'll teach students that readers listen carefully as they read to consider what word might come next, thinking, "What kind of word would fit here?"

CONNECTION

Make up a short oral story to help students understand how their knowledge of language structures can help them predict words in a sentence.

"I have a friend who has this habit of finishing my ideas for me. She'll jump in and say the words before I can even get them out of my mouth! Has that ever happened to you?" A few heads nodded in agreement.

"Well, today I thought you could try to be like my friend. I'm going to make up a little story. You listen carefully and think about what the next word might be. When I stop, I'll point to someone to say the next word. Let's try it!

"It was a beautiful hot sunny day, and so I decided to go to the . . ." I looked expectantly into the group, giving them a few seconds to think, and pointed to Sean. "Beach!" he shouted.

I took Sean's suggestion and continued on with my story. "I love the beach," I said to myself as I grabbed my bag and started to pack all the things I would need. I got out my swimsuit, my sunscreen and my . . ." I pointed to Judy. "Towel," she added.

"I couldn't wait to get to the beach, jump in the water, and start . . ."

"Surfing!" grinned Anil.

GETTING READY

- ✓ In your demonstration text, mask a few words that children can solve using syntax, leaving the first letter in each word visible. We suggest *cards* on page 7, *tonight* on page 8, and *talking* on page 11 of *Zelda and Ivy*. If you choose your own demonstration text, be sure the words you select can be solved by using syntax (see Teaching and Active Engagement).
- ✓ Prepare the strategy Post-it note—"Think what kind of word would fit."—to add to the "Tools for Solving and Checking Hard Words" chart (see Link and Mid-Workshop Teaching).
- ✓ Have student writing folders accessible for revising (see Share).