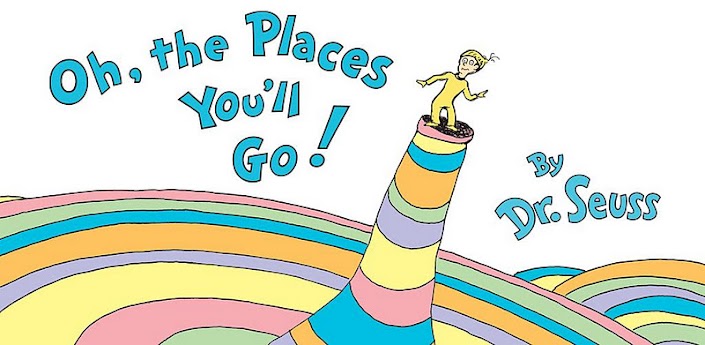
**"Oh the Places You'll Go" and the Words You'll Make:**

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Making Words After-Reading Mini-Lesson (20-30min)

Grades 1-2

**English Language Arts Standards Addressed**

* 2.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words.
* 2.2.4.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
* 4.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
* (5.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.)

**Learning Goals**

Students will...

* build words from the scrambled letters during collaborative work.
* record their created words on the Making Words worksheet.
* solve the Secret Word puzzle during collaborative work.
* predict words by recognizing patterns during the chunking exercise.
* construct the meaning of newly-introduced vocabulary during class discussion.
* invent their own Making Words exercise at home.
* teach their exercises to their partners.

**Materials Needed**

* (Optional) Video of *Oh the Places You'll Go* by Dr. Seuss, read by John Lithgow. Available on YouTube.
* Text of *Oh the Places You'll Go* by Dr. Seuss
* Making Words: Dexterous worksheet , 1 per group
* scissors, 1 pair per group

**Procedures**

* **7 min. (Optional)**Watch *Oh the Places You'll Go* video as a refresher from the previous day's reading.
* **3min** Break students into groups of 2-3 and give each group a Making Words: Dexterous worksheet and a pair of scissors. Read the directions and explain the activity together before they begin.
* **10min.** Students will make as many words as they can by manipulating the letters. They will record their words on the worksheet and try to discover the secret word.
* **5min.** Students should return to their desks. During a class discussion, recap with students. Direct them towards chunking words, and point out specific word patterns. Use phoneme deletion and abracadabra words to highlight the patterns that create words and make them predictable.
  + Example: Can you make words that rhyme? Can you make any words that have "ee"? How many words can you make just by changing one letter. (see Instructor's Copy of Making Words Worksheet: Dexterous)
* **3min.** Identify the secret word and discuss its meaning, provide examples. Ask students to say the word aloud. Show them where the word is in the text. ("Just never forget to be dexterous and deft. And never mix up your right foot with your left.")

**Assessments**

* Observe student participation in guided chunking and predicting exercise.
* Observe students during group work and check for collaboration.
* Check their worksheets for understanding.

E**xtension**

* Ask students to pick an appropriate secret word from for their own Making Words lesson. Give each student a blank Making Words worksheet to do at home. Ask them to spend five minutes making words with their own letters. They should bring-in the worksheet and letters the next day. Students should then teach the lesson to their partners and see if they can discover each other's secret words.

**Reflection**

* What worked well? What didn't work? Why?
* Was I well-prepared?
* How well was the class able to perform the assigned tasks? What adaptations did students require?