

- Call out words to your students. Ask them to clap or stamp their feet for each syllable they hear.

Blends

- Write a variety of different blends on individual index cards. Then, create playing boards that have 8 boxes on them. Within each box write the middle and end parts of words. For instance: *at, ack, ake, op, ap, ack, asb, out*. In small groups, have students take turns placing blends in front of word endings to create words. Have students keep a list of the words they have created.

Suggested Internet Resources

Periodically, Internet Resources are updated on our web site at www.LibraryVideo.com

- www.soemadison.wisc.edu/ccbc/jensen2.htm
This web site has a very good and extensive list of age-appropriate texts that you can use to help teach these reading strategies.
- aeonline.coe.utk.edu/beginning_literacy.htm#links
This web site has a lot of fun activities for beginning readers.

Suggested Print Resources

- DeGross, Monalisa & Cheryl Hanna. *Donavan's Word Jar*. HarperCollins Publishers, New York, NY; 1998.
- Dr. Seuss. *One Fish Two Fish Red Fish Blue Fish*. Random House, Incorporated. New York, NY; 1976.
- Dr. Seuss. *There's a Wocket in My Pocket*. Random House Incorporated, New York, NY; 1996.

TEACHER'S GUIDE

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COMPLETE LIST OF TITLES

- HOW A BOOK IS MADE
 - IDENTIFYING LETTERS & SOUNDS
 - IDENTIFYING WORDS
 - READING ALOUD
 - READING COMPREHENSION
 - READING FICTION & NONFICTION
-

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K5853
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Identifying Words

Grades K-4

Learning how to read is a monumental endeavor, and is considered by many to be one of the most complex tasks the human brain undertakes during the course of a lifetime. Between syntax and semantics, phonemic awareness and inferential understanding, it is astounding to think that our formal entrée into reading begins at such a young age! Regardless of the difficulty, becoming a fluent reader is an absolute necessity. Students must be able to decode words, understand words within context, discriminate between different types of text and read aloud. Whether we are reading for school, work or pleasure, the ability to read well is a skill learned in youth from which we benefit throughout our lives.



Program Summary

Decoding is an essential reading skill which involves the ability to employ a variety of strategies to figure out both the pronunciation and meaning of words. In *Identifying Words*, students will be introduced to the core strategies that will help them on their quest to becoming better readers. Students will learn about word families, breaking words down into syllables, looking for smaller words inside of larger words and identifying prefixes and suffixes. Through a fun game show called *Sounding Bee*, students will hear radio listeners sounding out words and learn that certain combinations of letters produce entirely new sounds altogether. Through the production of a radio play, students will witness our radio jocks exploring compound words and using context clues to decode unfamiliar words

Vocabulary

decoding — Using what you know about letters and sounds to figure out how to pronounce a word.

blending — Merging the sounds of letters together to form words or new sounds.

compound word — A word that is made up of two smaller words (i.e., bookmark).

base word — The basic form of a word. You can add prefixes and suffixes onto a base word.

suffix — Part of a word that can be added to the end of a base word to form a new word (i.e., *-ed*).

prefix — Part of a word that can be added to the beginning of a base word to form a new word (i.e., *re-*).

syllable — Part of a word that contains one vowel sound.

word family — Groups of words that are related because they have some of the same letters in the same order. These words usually rhyme (i.e., sat, bat, cat).

predicting — Using clues in the text, like pictures, first letters or surrounding words to figure out the pronunciation and meaning of a word.

exceptions — Things that do not follow the regular rules.

Focus Questions

1. Explain what is meant by decoding.
2. What does it mean to sound out a word?
3. What is the difference between sounding out and blending?
4. What is a compound word?
5. What is a base word?
6. What is a prefix? A suffix?
7. How does breaking a word into syllables help you to decode it?
8. How many vowel sounds does each syllable contain?
9. What are word families and how can they help you identify words?
10. How can looking at pictures in a book help you figure out a word you do not know?

Follow-Up Activities

Compound Words

- Choose two small words, (i.e., *shoe* and *cup*). Have students create a compound word out of the two words (i.e., *cupshoe*) and create an illustration of what it would look like and what the new word means.
- Provide students with a list of compound words. Using magazines and newspapers, have them cut out pictures that show the compound words. For instance, the word given may be *tablecloth*. Students may cut out a picture of a table and a picture of a cloth. Have students label the pictures.
- Write a humorous paragraph in which you leave blank spaces for the insertion of compound words. Provide students with a list of possible compound words that can be inserted into the blank spaces to complete the story.

Prefixes & Suffixes

- On index cards, write a variety of grade-appropriate words. Make sure that some of the words contain prefixes and suffixes. In small groups, have students shuffle the deck of cards and then sort them into three piles according to whether the word is a base word, or contains a prefix or a suffix. Groups can compete with each other to see which can sort the fastest. After words have been sorted, groups can either use the words in a story or write sentences that contain the words.
- Using crayons, have students go through grade-appropriate newspapers and magazines and circle all of the prefixes and suffixes that they can locate in an article or story.

Word Families

- Using butcher block paper, cut out a large paper tree to display in your classroom. Make sure the tree has lots of branches. Write a different word on each of the branches (i.e., *cat*). Have students cut out green leaves and on each leaf write another word that is a member of the same word family. Paste leaves on appropriate branches.

Context Clues

- Using sentence strips, write sentences omitting one or two words. For example: *The _____ ran down the street wagging his tail.* Provide students with possible answers written on individual index cards, such as *elephant, dog, or boy*. Have them select the word that makes the most sense in the context of the sentence and then insert their response into the sentence.

Syllables

- During attendance, say each student's name and clap to emphasize each syllable. Have student repeat his or her name back to you while clapping to emphasize each syllable.
- Syllabication and Mental Math: Call out two words to students or write two words on the board in the form of a math equation, such as *pancake + syrup = ?* Have students tell how many syllables in all or to rewrite the problem ($2 + 2 = 4$). In small groups, ask students to generate their own problems.

(Continued)