**Word Detectives Use All They Know to Solve Words**

**Bend I: Detectives Work Hard to Solve Tricky Words**

|  |
| --- |
| **Connection** Readers we have been working so hard to build our good reading habits. We are going to continue using our good habits but… |
| **Teach** Today I want to teach you that readers are like detectives. Detectives work hard to solve mysteries and readers work hard to solve words and understand their books. They open their books expecting to find hard words and they use their tricks to solve them. |
| **Active Engagement** There is a mystery in our classroom today! When I came into our classroom this morning our bin of Mo Willems books was missing. Does anyone know what happened to it? Are there any clues around the room?  Did you see how we had to think of lots of different things to be detectives? We thought about where it might have been last, about what might have happened to it, about what clues might help us find it? |
| **Link** So readers as you are reading today, try to be like a detective, working hard and trying lots of things to figure out any hard words you see. |

|  |
| --- |
| **Connection** Yesterday we learned that readers are like detectives when they get to tricky words. They work hard and use clues to figure out words. |
| **Teach** Today I want to teach you that when readers notice a tricky word in their book, they don’t just ignore it and keep reading. Readers *stop*. They try using one of the strategies they know to figure out the word and then check to see if it is right. They ask themselves: “Does it make sense? Does it sound right? Does it look right?” |
| **Active Engagement** Put a book on the document camera with mostly grade level words and one more difficult work. Say an error for the more difficult word. Have reading partners answer the questions “Does it make sense? Does it sound right? Does it look right?” |
| **Link** So readers remember that word detectives ask themselves “Does it make sense? Does it sound right? Does it look right?” when they come to a tricky word. |

|  |
| --- |
| **Connection** Yesterday we learned that word detectives ask themselves “Does it make sense? Does it sound right? Does it look right?” when they come to a tricky word. |
| **Teach** Today I want to teach you that readers do so much more than simply check the picture when they get to a sticky word. Readers search the pictures like a detective and think about what is happening in the story, then ask themselves, “What words might be on the page?” |
| **Active Engagement** Make multiple copies of one book page without the text for each partnership. Give each partnership a mini magnifying glass to be picture detectives, discussing what words might be on the page. |
| **Link** So readers as you go off to read today, remember that word detectives look closely at the pictures to try to figure out what the words might be. |

|  |
| --- |
| **Connection** Readers yesterday we learned that word detectives look closely at the pictures to try to figure out what the words might be. |
| **Teach** One more thing readers do when they are stuck on a tricky word is they stop and think, “What would make sense and sound right in the sentence?” Then they can play “Guess the Covered Word” to figure out the word.   1. Cover the word and make a guess that makes sense. 2. Make sure the word sounds right in a sentence. 3. Check the first letter, the last letter, and look all the way through the word to double check your guess. |
| **Active Engagement** Give reading partners sticky notes and practice playing guess the covered word. |
| **Link** So readers remember that word detectives ask themselves “What would make sense and sound right in the sentence?” just like we practiced in our guess the covered word game. |

|  |
| --- |
| **Connection** Readers do you remember yesterday when we learned how word detectives ask themselves “What would make sense and sound right in the sentence?” |
| **Teach** Today I want to teach you that in addition to thinking about what makes sense and what sounds right as they read, readers also look at words in a special way. Instead of looking at a word letter by letter, readers look for parts of words. They read words not letter by letter but part by part. |
| **Active Engagement** Put 4 words on the easel and have reading partners practice reading them part by part. |
| **Link** So readers remember when you are reading today that word detectives read words part by part rather than letter by letter. |

|  |
| --- |
| **Connection** Readers remember yesterday we learned that word detectives read words part by part rather than letter by letter. |
| **Teach** Today I want to teach you that just like detectives always double check their work, so do readers. When you want to check to see if a word looks right you can do a slow check. Just say the word slowly like you do when you are writing and run your finger under the word. Say it slowly and check all the parts. |
| **Active Engagement** Make copies of a paper that has 4 words to practice and have reading partners practice reading them and then doing a slow check. |
| **Link** So readers as you go off to read today remember that word detectives check to see if a word is right using a slow check where they run their finger under the word and say it slowly. |

|  |
| --- |
| **Connection** Readers remember yesterday we learned that word detectives check to see if a word is right using a slow check where they run their finger under the word and say it slowly. |
| **Teach** Today I want to teach you that you can help your partner when reading books together. For example, you can say things like, “Stop! Something isn’t right. Fix it. Try that again.” You can also check the charts to remind you of other things to say. And you can also be your own partner, reminding yourself to stop when something doesn’t sense and use a strategy to fix it. |
| **Active Engagement** Begin reading a page of a grade level text. Tell students to tell you to say things like, “Stop!” when you say a word that isn’t right. Then they need to pretend that their partner said the incorrect word and coach them to fix it. |
| **Link** So readers as you read to yourself and as you read with a partner today, remember to say to yourself or your partner “Stop!” when a word doesn’t seem right and then find a way to fix it using our reading charts. |

**Bend II: Detectives Have Many Different Ways to Solve Words: Using Knowledge about Letters, Sounds, Patterns and Sight Words to Read**

|  |
| --- |
| **Connection** Readers we have been learning so much that word detectives do when they read a book! Today I want to teach you that… |
| **Teach** Just as detectives often review all the clues to a mystery to get their minds focused, readers can also review what they know before they start reading. One way to do this is by reading the word wall before you start to read your book so that these words are fresh in your mind and you can read them in a snap. |
| **Active Engagement** Have partners read each other the sight words on the word wall together and then read a shared poem on the document camera. Highlight all the sight words that were in the poems so students see how helpful it is to know these words. |
| **Link** So readers remember that word detectives sometimes read the word wall words before starting to read so that those words are fresh in our minds and we are ready for them. |

|  |
| --- |
| **Connection** Show a partially finished jigsaw puzzle and have students guess what the missing piece show. Tell students you used the pieces they knew as clues to figure out what would make sense to fill in the empty spaces. |
| **Teach** Readers, today I want to teach you that snap words (high-frequency words) are like clues to a mystery or pieces of a puzzle. You can use the clues you do know to figure out the missing pieces by thinking about what would make sense. Demonstrate this by covering a few of the sight words in a book page that you show on the document camera. |
| **Active Engagement** Have students continue this work of figuring out the mystery sight word that is covered on subsequent pages. |
| **Link** So readers as you go off to read today, remember that sometimes the sight words are like missing piece of a puzzle and you can use the clues you do know to figure out the missing pieces by thinking about what would make sense. |

|  |
| --- |
| **Connection** Readers do you remember yesterday how we discovered that sometimes sight words are just like the missing pieces to a puzzle? |
| **Teach** Today I want to teach you that when you get to a long tricky word, don’t back down! Break that word apart. One trick for doing this is to look across the word to see if there is a word ending you know. If there is, you can break the ending off, and then figure out the part that is left over. Finally, you’ll need to put the pieces back together again to say the whole word in a way that makes sense and sounds right. |
| **Active Engagement** Print a short list of words with endings for each reading partnership. Have partners practice finding the word ending, covering it up and reading the base word. |
| **Link** So readers remember today and everyday when you read, look at the word endings of long words and break them off to help figure out the word. |

|  |
| --- |
| **Connection** Readers do you remember yesterday when we were word detectives and we figured out tricky words by covering up the word ending? |
| **Teach** Today I want to teach you that you can use parts of words you know to help you figure out new words. When you come to a tricky word, stop, and ask yourself, “Does part of this look like a word I know?” Read or say the word you know, then go back to the tricky word to figure out the part that is the same. For example, *bed* helps me read *sled.* |
| **Active Engagement** On the document camera, put a short list of words that have a very familiar word part. Have students work in pairs to say a word that would help them figure out the new word and then figure it out together. |
| **Link** So now we know that we can break off the word endings or think about what words we know to figure out those tricky words as we read. |

|  |
| --- |
| **Connection** So now we know that we can break off the word endings or think about what words we know to figure out those tricky words as we read. |
| **Teach** Today I want to teach you that you can use parts of words you know to help you figure out new words. When you come to a tricky word, stop, and ask yourself, “Can I break this word into smaller parts?” Read or say the parts you know, then put together to read the whole word. |
| **Active Engagement** On the document camera, put a short list of longer words that have familiar word parts. Have students work in pairs to say the word parts and then figure out the words together. |
| **Link** Wow now we know we can break off the word endings, think about what words we know and break the word into smaller parts to figure out those tricky words as we read. |

|  |
| --- |
| **Connection** Readers we have learned so many ways that word detectives solve tricky words. Today I want to teach you that… |
| **Teach** One way that readers are just like detectives is that when there is a mystery to solve, they don’t just try one way to solve it, and then give up if that one doesn’t work. They keep trying and trying different ways until something makes sense. Review the chart you made during this bend. |
| **Active Engagement** Put a grade level text on the document camera. Have reading partners use the strategies from this bend to solve any unknown words. Point out some of the strategies you heard students using. |
| **Link** So readers remember that today and everyday when you read, don’t just try one way to solve it, and then give up if that one doesn’t work. They keep trying and trying different ways until something makes sense. |

**Bend III: Rereading to Make Our Reading Sound Like Talking**

|  |
| --- |
| **Connection** Have one student read a short book or part of a book aloud to the class. Choose a student who reads with multiple elements of fluency (pacing, phrasing, and prosody.) and one who has read the book multiple times. Act blown away by their reading and encourage them to tell the class that they have read it many times and they got better and better each time. |
| **Teach** Today I want to teach you that after readers have read once to fix up the tricky words, they can reread to make their reading sound smooth. You read, fix it, and read again, putting it all back together. They get better and better each time the read until they sound like an expert just like \_\_\_\_\_\_\_\_\_\_\_\_\_ read his/her book. |
| **Active Engagement** Think of a time when you read a book over and over. Turn and talk to your partner about your book and how it sounded better each time you read. |
| **Link:**  We are going to be looking for clues to smooth reading for the next several days. When you read today try reading the same time so see how much smoother your reading can be each time. |

|  |
| --- |
| **Connection**  We are learning about how the more we read a book the smoother it sounds. Let me share a book that I have read a ton of times! (Read a favorite…Green Eggs and Ham, Elephant and Piggy…SUPER fast focusing on speed and not stopping to think about meaning. The kids should be giggling and calling for you to stop…Stop and act surprised and then think aloud the fact that you really don’t understand what you are reading anymore. |
| **Teach** Readers, it is so important to reread! Today I want to teach you that when readers reread, they think even *more* about what is happening. They sometimes ask themselves, “What is this part saying?” or “What does this really mean?” That way, they’re always thinking about the book.  Model rereading your book thinking about the story this time… |
| **Active Engagement** Put up the shared reading story. Have the class read out a portion of the text together. Then turn and talk to partners what is happening in the story or what something really means. |
| **Link:** So today and everyday when you reread a book make sure that you are not just reading faster and faster…Make sure that you are asking yourself "What is happening in the story now. What is that part saying?” |

|  |
| --- |
| **Connection** Yesterday when I was reading \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (The book you read really fast). You noticed that I was just speeding along and I wasn’t even thinking about what the book was telling me or what was happening. I was thinking about that and I was also thinking that I wasn’t really paying attention to the punctuation either. I was reading REALLY fast, but I don’t think I was reading it the way that they author wanted me to. |
| **Teach** Today I want to teach you that readers pay close attention to punctuation as they read and reread. Readers use punctuation marks as clues to how to make their voice sound. Reading partners can work together, listening carefully to each other as they read aloud, and giving each other tips to make their reading voices even smoother, to sound more like talking. Revisit your book and model for the kids the difference in reading with the punctuation.  Then post three sentences on the chart  “We have homework” Leave off the punctuation.  Explain that the different punctuation can also change the meaning of a sentence and that we talk with punctuation. Add a period and read it with a telling voice. Then change it to a question mark and repeat with a questioning voice. Then change it one more time to an exclamation point and read it one more time with an exclaiming voice.” |
| **Active Engagement** Now you try …let’s read these sentences with different voices based on the punctuation marks…  “My mom gave me a peanut butter sandwich for lunch” |
| **Link** So, readers, when you are reading be sure to always pay attention to the punctuation marks. They tell you how to read the sentences and when to take a pause. I can’t wait to hear how you are reading today. |

|  |
| --- |
| **Connection** Display 3 different books with the same word in it. Point out how once you learn a word in one book you can read it again in another. |
| **Teach** Readers, today I want to teach you that when I’ve worked hard to figure out a new word, I want to remember it the next time I see it – so I don’t have to start all over again to figure it out! Sometimes I talk about the word with my partner. And then other times, I write the word down. This way, when I come across that word again I’ll be able to read it just as smoothly as any other word I know. You can pick the strategies that work best for you. |
| **Active Engagement**:Turn and talk to your partner about ways you remember words. Do you write them down? Do you read it again and again so that you can remember them later? If you don’t do ANY of these things then what will you do so that you will remember the new tricky word the next time you read it? |
| **Link** It’s so important to remember the words that you are reading so that you don’t have to keep figuring them out each time that you come across it in a book. When you find a new word today and everyday remember to write it down, read it again and again, or talk about the word with your partner so you will never have to figure that word out again! It will be stuck in your head forever! |

|  |
| --- |
| **Connection** You are becoming such smooth readers. I know that you are using all of our clues to smooth reading because I can hear your reading sounding so much more like talking, and your pace getting quicker and smoother. I also want to remind you that good readers read in chunks, grouping words that “go together”. |
| **Teach** Today I want to teach you that readers “scoop up” words in phrases, grouping the words that “go together.” This helps make reading sound smooth, like talking. There may not be just one way to read a sentence though, so readers are flexible, trying it one way and then another to make their reading sound right.  Model reading part of a book by first reading it word. By. Word. Like. A. robot. Then go back and fix up your reading by rereading this time scooping up the phrases and reading the words that “go together” |
| **Active Engagement** Now let’s try this together. Choose a shared reading text and discuss which words would go together. Then read the selection together. If you have time you might do this again only this time having partners problem solve the phrases and then practicing reading it. |
| **Link** So every time that you read you will want to think about which words go together and then read them scooping up the phrases. It’s another clue that you are becoming a smooth reader. |

|  |
| --- |
| **Connection** Have you ever read part of a book and suddenly realized that a big part of the story is missing or you started reading and it felt like the words just keep going and going? Well, one thing that word detectives do is that they investigate to see just how many words they need to read. |
| **Teach** Today I want to teach you that after readers check the picture to think about what might make sense for the story, they often scan the text by running their finger under the words just to see how much print they will need to read. Model this for the class. |
| **Active Engagement** Take out the brand new book you have never read that you have brought with you to the carpet. Take a sneak peak quick and then turn to the first page. You practice what I just did…scan the picture and then use your finger to see just how much you will read. After that have a go at reading your page. |
| **Link** So you just started a new book right now! You might want to keep going with this book scanning the pictures and then seeing how many words you will need to read on that page. Then have a go at reading it. In fact, you will want to do this every time you read a new book! |

|  |
| --- |
| **Connection** You know A LOT about reading smoothly now! I see practicing…(refer to anchor chart). Today I want us to do some investigating. What do we know that authors do to tell us how to read their book… |
| **Teach** You won’t really be teaching anything new. Draw on what the readers know from their experiences as writers and as readers to create a class generated list of things to look out for when reading that will cause a reader to change their voice…Readers can look for punctuation clues that let them know they’ll need to change their voice as they read. Readers scan ahead in the reading and look for punctuation, quotation marks (which show someone is talking), bold words, or all capital letters. |
| **Active Engagement**: Display a few class favorites that have some of the above punctuation moves (Anything Mo Willems will work here, or Veggie Monster). Read a few sections together emphasizing the voice changes. |
| **Link** Whenever you read be on the lookout for these punctuation moves by the author. He/she added those so that you, the reader, would read their writing a certain way…just like you do when you are writers. Happy reading! |

|  |
| --- |
| **Connection** Begin by reading a rhyming poem, a book with a predictable pattern (Brown Bear Brown Brown Bear, or Mrs. Wishy Washy), or one with some other rhythm that helps with the reading. See if the kids can notice the pattern. Ask if they have ever read books that have a rhyme or pattern? Did that make the reading easier or harder? |
| **Teach** Today I want to teach you that as you reread your books, listen for the rhyme, the pattern, or the rhythm. Listen for the song inside the text, then reread and practice making your voice match how the book wants to be read.  It’s important that you not only see the rhyme or pattern and that you use it to read quicker, but that you also MATCH YOUR VOICE TO HOW THE BOOK WANTS TO BE READ. Notice what my voice sounds like when I read one of these books…Don’t read all the way to the end. Save some for the active engagement… |
| **Active Engagement** You try…Let’s finish this book together trying to match our voices to how the book wants to be read don’t forget about the pattern. |
| **Link** Patterns, rhymes, and rhythms are in all kinds of books…short books, longer stories, information, poems. Your job as a reader is to find those patterns, rhymes, and rhythms. These are the “songs” in the books. Read them like the book wants to be read. Off you go… |