

“Read, Build, & Write”

Overview: This activity can be turned into a classroom language arts activity that is used during a specific or routine time period. It may require multiple opportunities to complete the activity in order for it to develop into a semi-directed or independent activity. It can be differentiated in order to apply to various types of student needs and abilities. Additionally, this activity is flexible and the teacher can decide how to use this activity in reading and language arts including using vocabulary from other content areas.

Procedure: Students are given a group of flash cards that consist of vocabulary words. The teacher can use various sight words and add visual pictorial representations if needed. The students use their “Read, Build, Write” mat and a sheet to permanently record the writing portion. First, the student reads the word out loud to their partner. After the student reads the word out loud, the student “builds” the word using letter tiles in their “Read, Build, & Write” mat kit. After the student “builds” the word using letter tiles, the student writes the word with a dry erase marker on the mat. Last, the student writes the word on the recording sheet. The “Read, Build, Write” mat is cleared upon writing the word on the recording sheet. The student moves on to the next flash card and completes the same steps with the next vocabulary word.

ASOL Covered in this Activity:

3E--RW 2 a: The student will use newly acquired vocabulary drawn from reading and other content areas.

Extension Idea: Create a word wall in the classroom and add words from reading and other content areas.

3E--RW 3 f: The student will use familiar nouns (e.g., own name, Mom, dog) in isolation.

Extension Idea: Students can sort letters and identify letters found in familiar nouns. For example students can sort letters into two categories: Letters in my name & Letter not in my name.

3E--RW 5 a: The student will recognize 10 or more written words.

Extension Idea: Students can sort words into “real” versus “non-sense” words.

4E--RW 1 c: The student will use newly acquired vocabulary drawn from reading and other content areas.

Extension Idea: Allow students to use newly acquired vocabulary from reading and content areas during a “Write the Room” activity. Create a recording sheet that has visual pictorial representations for each vocabulary word. Create cards with the written vocabulary word and its visual pictorial representation. Place the cards

throughout the room and allow students to find them and record each vocabulary word by its visual pictorial representation. This activity can be used for reading and other content areas. For example: Use this activity during a unit on American symbols.

5E--RW 1 c: The student will read more than 20 common high-frequency words.

Extension Idea: Students can sort words into familiar categories using written words and/or pictorial representations of written words. For example: Insects vs. Birds, Winter vs. Spring, Fruits vs. Vegetables.

8E--RW 1 e: The student will acquire and use content words and phrases.

Extension Idea: The “Write the Room” activity (described above in 4E--RW--1 c) could be used as an extension activity for this ASOL.

HSE--RW 2c: The student will acquire and use content words and phrases.

Extension Idea: Create a game using written flash cards (with pictorial representations if needed) and fly swatters. The purpose of the game is to identify vocabulary words related to a specific theme in a content area. The teacher can turn over each flash card and if it is a vocabulary word related to the theme, the students try to be the first to identify it by hitting it with their fly swatter. The content vocabulary words are used with a theme in mind and various types of sight words can be used as distractor words. The object of the game is to collect the most

Materials Needed:

- “Read, Build, & Write” Mat Kit:
 - Laminated sheet that allows areas for students to build and write (see attached for example)
 - Letter tiles used to build words (see attached for example)
 - Dry erase marker used to write words
- Vocabulary flash cards
- Recording sheet for students to write vocabulary words

Instructional Setting:

This activity can be done in small groups or individually based on student need and abilities.

Community Connections and/or Peer Interaction:

Students can be paired together to work on this activity together. Community vocabulary (men’s/women’s bathroom, exit, entrance, etc.) can be used during this activity.

Functional Activity/Routine:

This activity can be developed into a classroom routine. It can be used to review sight words and in combination with specific vocabulary addressed in various texts.

Strategies to Collect Evidence:

Evidence for this activity might include the student recording sheet and anecdotal record of the activity and responses.

Specific Options for Differentiating this Activity:

This activity allows for differentiating based on student abilities. The activity does require physical ability to manipulate the letter tiles and write each sight word. The student can be given an alternative option when recording the sight words. Stamps, a keyboard, an alternative pencil, and other types of recording options can be used. If a student is unable to verbally read the sight word presented, the activity can be altered. After the student is presented with the vocabulary flash card, the student can be given two verbal choices using recordable buttons. Also, if the student cannot manipulate the letter tiles, choices can be given between letter tiles to place them in order and spell each vocabulary flash card.

READ

BUILD

WRITE

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A	B	C
D	E	F
G	H	I
J	K	L
M	N	O
P	Q	R
S	T	U
V	W	X
Y	Z	