

<p>Fluency 3</p>	<p>Activity Breakdown:</p> <ul style="list-style-type: none"> • Present a list of words from the story to the class that you pretend not to understand (or be able to pronounce, depending on the goal).
<p>Grade 1</p>	<ul style="list-style-type: none"> • Students review the story for themselves to find other words that are difficult for them to pronounce and/or understand the meaning of, and add those words to the board. <ul style="list-style-type: none"> • Students, with your guidance, group the words into two categories: <ul style="list-style-type: none"> • those that someone in the class may have a clue about. • those that are a complete mystery.
<p>Goals:</p> <ul style="list-style-type: none"> • To instill a class atmosphere where questions and curiosity about words are encouraged. • To make students aware of words that are challenging in the text. • To help students to be able to pronounce challenging and/or multisyllabic words. • To help students understand the meaning of challenging words in the text. 	

Prepare

- Print out one copy of [World in a Box](#) for you and one for each student.
- Print out one copy of [Word Detectives - Word List from World in a Box](#) for you and one for each student.
- Get a dictionary(ies), either book or online, one for you and one for each student.

Introduce



I need your help. When I read the story, I found some words that I had a hard time with. Write the words from the word list on the board.

Activity



1. When you read, it's common to find challenging words. But good readers rarely let them slip by. They become Word Detectives! Word Detectives use clues and tools to help them understand challenging words. I'm sure some of you are already great Word Detectives, and today, you'll *all* become better at it! The first thing you need to do is identify your suspects. I want you to read through the story and underline any words that you find challenging for any reason. Remember, good detectives would never let a suspect slip by if they weren't 100 percent sure of its meaning or pronunciation.
2. Begin the activity and give appropriate work time for the length of the passage.

Activity Continued

3. I'm glad to have such helpful detectives! Now, as we hear which suspects each detective has found, remember: **Different detectives have different suspects. You may even be able to help other detectives with a suspect they have identified. But, don't call it out. That's not fair to all of the detectives here! After all of the suspects are on the board, there will be a chance to help.**
4. Add students' words to yours on the board. Create an environment in which students are willing to share their uncertainty by referring back to your own list, sharing why you were uncertain, keeping the class from calling out replies, and by commending those willing to share their questions. Celebrate as the list grows bigger. **We are really going to understand everything about this story after this!**
5. **Now that we have our suspects, we have some work to do. A good detective needs to be organized, so we'll organize our list.** Make a table on the board with two columns:

Words we may know or have a clue about	Words that are very mysterious

6. **If you think you can help with one of these challenging words, raise your hand, tell me which word, and I'll put it in the Words we may know column. Don't tell us the clue yet, that's coming soon! The words that no one feels he or she can help with will be put in the mysterious column.**
7. After all of the words are sorted, invite students to explore the words for which they feel they have clues for the meaning or pronunciation.
 - a. This could come by way of a formal class discussion, with students individually sharing ideas.
 - b. For a more lively experience, students could be led toward first interviewing one another before sharing results with the group, like true detectives!
8. If these ideas do not arise from class sharing...
 - a. Point to phonemes, syllabication, and similar words for clues on pronunciation difficulties.
 - b. Discuss prefixes, suffixes, roots, and similar words that the class may know for difficulties with meaning.
9. After all of the words in the first column have been discussed and their clues recorded, it is time to check them and move on to those in the second column.

Activity Continued

- a. If your students are skilled in using the dictionary, divide them into groups and give them some words to look up. Each group should have some words from the first column, so they may test the class' theories, and some from the second column to research on their own.
- b. Optionally, you can read or paraphrase a definition to the class from the dictionary. Let's see how good our detective instincts were!

Wrap-Up



After all of the challenging words have been addressed, have the students reread the story and discuss how being a Word Detective has impacted their reading.

Support

Have students read to you. Note which words were challenging for the student to pronounce, or ask questions about the meanings of words they suspect may be challenging for the student.

Challenge

Have students "edit" the story. Instruct them to replace words in the story with synonyms that maintain the story's meaning.

Grade: 1
Lexile® Measure: 200L - 300L
Mean Sentence Length: 5.96
Mean Log Word Frequency: 3.74
Word Count: 137

World in a Box

Maybe a good box is all you need.
Anything can come in a box.
You can buy things from all over the world.
What they will send them in?
A box!

There are boxes of food.
There are even boxes of water.
Parts to make homes come in boxes.
You can make a playhouse out of boxes!
But you'll need things for that house...

They'll come in boxes!
Use those boxes to make your playhouse bigger!
But you'll need more things to fill it...

Buy more things in boxes!
Use those boxes to make your playhouse bigger!
But you'll need more things to fill it...

Buy more things in boxes!

And grow bigger... And buy more...

And grow bigger... And buy more...

Until the whole world is your playhouse.
Until the whole world is in the box.

Word Detectives - Word List

Fluency 3, Grade 1

Passage: [World in a Box](#)

Suggested words: anything, world, parts, playhouse, until, whole

*Students should add their own words from the passage

Words we may know or have a clue about	Words that are very mysterious