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**Sincerely,  
Karen Haag**

# Fix-Up Strategy Lesson for Reader's Workshop: Spot and Dot in 3 parts

Sample Lesson by Karen Haag

<u>Area</u>	<u>Day 1 Lesson ( 40 minutes)</u>	<u>Materials and/or Assistance</u>
Personal desks	<p><b>Review</b> what you taught in your previous minilesson or <b>highlight</b> something that has been going well in reader's workshop. Continue to work on the <b>Thinking Tree Map</b> so children can connect previous learning to today's activities.</p> <p>Fix-Up - - - - - Reading- - - - - Reading Word Strategies Habits Strategies</p>	Assistant oversees her group recording. Everyone needs writer's notebooks.
Gather around on the floor.	<p><b>Introduction</b></p> <p><b>Ask,</b> <i>Have you ever come across a word you couldn't figure out? What did you do? Talk to your partner about what you did. (30 seconds)</i></p> <p><b>Say,</b> <i>"I'm sure a lot of you said to sound it out. But I'm not sure how many of you said <b>spot and dot it!</b> Well, for 3 days we're going to learn a strategy that will help you take the unknown word apart and then sound out its parts.</i></p> <p><i>To use this strategy, you need to know 2 things: the difference between when you can hear a vowel's name and when you hear an other sound and what a syllable is."</i></p> <p><b>Say,</b> <i>We'll only be able to talk about vowels today: 5 of our letters are vowels – A, E, I, O, U.</i></p> <p><b>Tell your partner</b> the names of the vowel letters.</p> <p><b>Say,</b> <i>When you hear a sound that is the same as the name of a vowel, we say it says its name, like play – you hear A, meat – you hear E, rice – you hear I, boat – you hear O, flute – you hear U. Any other sound you hear is an other-sound of the vowels.</i></p> <p><b>Repeat to your partner.</b> Check to see who needs it re-explained.</p>	Move assistant's group to be with her. All need to be near reading partner.  Point to alphabet frieze above the board.
Make sure asst is near her kids to repeat sounds as needed.	<p><b>Guided Practice</b></p> <p><b>Let's try some more. Say,</b> <i>Stand up. When I say a word and show you a word, face the direction of the sign on the wall: vowel sound – says its name or other-sound.</i></p> <p>place map tree men miss mice road lot saw teach box moan belt no peace boil read last Haag bit toy book fly farm dirt think work move</p>	Word cards attached  Ask assistant to put "Hears its name " on one wall and "Hear other sound" on opposite wall or do this as the students watch.
	<p><b>Independent Research</b></p> <ol style="list-style-type: none"><li>1. Get out your <b>reading book bags</b>. (Sci or SS book or novel)</li><li>2. Turn to a <b>new page in your writer's notebook</b> and date it.</li><li>3. Divide your new page into 3 columns like this: model.<ul style="list-style-type: none"><li>▪ On one side write <b>Hear its Name</b>. In the middle, write <b>Hear Other Sound</b>. In the third column, write <b>I don't know</b>.</li><li>▪ <b>Say, Look through your books</b> and find some examples of each kind of word. If you find a word you can't figure out, put it in your "I don't know" column. Look for simple words. Use the third column sparingly . Concentrate on column 1 and 2.</li></ul></li></ol>	Reading Book Bags & Writer's Notebooks  Teacher and assistant rotate between children to be sure they understand the task..

**Say, I want you to research for (5) minutes and read for (10).**

Make research go quickly. They can find plenty of words in 5 minutes if they get right to it. *(This is a time that you can differentiate tasks – some could go to AR, some could read any where in the room by turning in their pass, they can read for more time and you can read with one student or a group. You may not be ready to differentiate right now. Eventually you want to look for places in your day where you can individualize the work.)*

This is the time for both of you to look over their shoulder and check to see who understands “short” and “long” vowels and help those who are confused by reading what they are writing in their response journals. Read it now and you won’t have to take them home!

Move back to desks grouped to be with teacher, assistant or independent.

**Closure Possibilities:**

- (1) Ask children for any observations they made during research. *(One third grader said she never knew there were so many “other sound” words. She could hardly find any “hear-the-letter’s-name words.”)*
- (2) Process the social skills you are trying to reinforce. *Example: Can someone tell me about a partner who helped them in a kind way?*
- (3) Point out problems you noticed students were having and ask the class to come up with a solution.
  - *For example, 2 students asked me what to do when they finished a book in their book bag. The class reminded them to read the other books. Point out when books will be switched in your class.*
  - *I noticed the class did not transition quickly into reading time. I pointed that out and challenged them to move in 30 seconds next time.*
- (4) Give out move-anywhere-in-the-room passes to reinforce good behaviors you saw.
- (5) Ask, who got help from someone with a problem today? Let the “helpee” share how someone in the class helped them with a problem and then praise the on-task behavior.

Have the assistant take her group with her to another space and do the assessment in a small group with them. Let her reteach where possible and if there is time.

Remind students they still haven’t found out about spot and dot. Come back tomorrow - same time, same place!

**NOTE:** You’re still getting procedures for working independently in place. You may not feel ready to pull groups yet. That’s O.K. Right now you want to get the environment and community established so that you can pull groups effectively and rest assured that the tasks the others are doing are not just busy work.

**Remember,** your goal is to teach all the reading strategies, all the word-call strategies and all the reading habits to every child. It may not happen! But that’s the goal. That’s what drives you and gives you direction. Take lots of notes, make time to move around the room and listen to your kids read, get the procedures in place and get a feel for what reading levels you have in your classroom. Pretty soon you will be starting instructional reading level groups.

Area

**Day Two: Understanding Syllables**

Materials and/or Use of Assistant

Desks.

Move assistants' group to be with her.

**Review** what you taught in the previous mini-lesson, **highlight** something that has been going well in reader's workshop or **remind** the class of a challenge they have today.  
*Example: We need to help one another.*  
*We need to move quickly to new areas., within 30 seconds!*

Assistant gives her students a chance to talk in a small group.

**Continue to work on the Thinking Tree Map** so children can connect previous learning to today's activities.

When lead teacher poses a question, assistant talks with her students.

Fix-Up ----- Reading ----- Reading  
Word Strategies Habits  
Strategies

**Say, We are working on breaking down big, unfamiliar words. In order to do that we need to know the difference between a "Hear-a-letter-sound vowel" and a "Hear-its-other-sound vowel."**  
*First of all, who remembers what letters are vowels?*

Hear-the-letter-sound and Hear-the-other-sound posters from packet.

Writing on chart paper will give permanent memory a jog.

**Tape posters onto chart paper.** Ask children to open their notebooks and give some examples to review the difference. Write their words in the correct column.  
What words gave you trouble? (Write those words in the I-don't-know column.)

Assistant makes sure students can find the page and contribute.

Move to floor.

**Input**  
**We need to know what a syllable is.** Any one know? (*Definition : A syllable is a word or a part of a word pronounced as a unit that usually consists of a vowel or a vowel and one or more consonants.*)

Assistant keeps her group. Kids listen to lesson part.

**Explain.** Big words can be broken into word parts. Each word part has a vowel sound. Each part is a syllable.  
Some people hear the word part by clapping.  
Some people can tell how many syllables are in a word by seeing how many times their chin moves when they say the word.

Assistant's students work with her to see if they can figure out how many syllables each word has.

**Write examples on a white board students can see to check for understanding.**

One Syllable	Two Syllables	Three Syllables	Four Syllables
plan	riddle	family	biography
life	birthday	bicycle	America
your name	your assistant's name		

Move back to seats for directions.

**Research – 6 minutes**  
**Open your notebook** to a new page and put the date on it.  
Write at the top, "How many syllables?"

Writer's notebook

- (1) When I say go, I want you to talk to your classmates.
- (2) Figure out how many syllables are in their names.
- (3) Write their names in a list and the number of syllables next to it.  
*Example: Gregory – 3*
- (4) Ask you classmate how to spell the name so you can write it correctly.

Move around room.

**Choose 3 students to model** what you want done so that the rest of the students have a visual of what you want them to do and how they are to record their data.  
Direct students to begin their research.

Asst's group stays with asst to accomplish the task.

Back to seats.

Harder research. (Limit to 5 minutes or you will get too many words.)  
*Are you ready for something harder?*

Asst continues to work with her group to assist and monitor progress.

- (1) Get out your science or social studies book.
- (2) Find the biggest words you can find that do not start with a capital letter. You can use the index, the Table of Contents or the glossary.
- (3) Copy the words onto a page in your notebook correctly and next to the word guess how many syllables it has. Hint! Hint! Most of the time, each syllable has a vowel or vowel pair in it.
- (4) Model for the class what you want done.

Science or social studies book per student.

May move to a favorite spot if doing well.

Read for pleasure for 10-15 minutes. SSR

Teacher and Asst can read individually with children, write an on-the-run note or start the Reading Analysis sheets.

Back to seats.

**Closure:**

We will use these words the next time we meet for Spot and Dot! If you didn't find words that are hard enough, I'll bring some for you.

Talk over these 4 questions with your group. Be ready to tell the class the answer.

A syllable is \_\_\_\_\_.

The names of the vowels are \_\_\_\_\_.

Each syllable has \_\_\_\_\_.

/Rocket/ has \_\_\_\_\_ syllables.

Write on board or have ready on chart paper.

Assistant works with her group to do the evaluation piece.

**And/ OR . . .**

- Evaluate with the class whether the students got right to work in 30 seconds each time.
- Evaluate whether students felt like they did a good job working on the task.
- Reinforce good social skills by pointing out what went well. Ask for compliments.
- Hand out 3 move-anywhere-in the-room passes to reinforce good behavior.

Remind students they still haven't found out about spot and dot. Come back tomorrow - same time, same place!

**Area Day Three: Spot and Dot Big Words (50 minutes)**

Sitting in personal desks.

**Review** what you taught in the previous minilesson, highlight something that has been going well in reader’s workshop, or remind the class of a challenge they had yesterday that they need to work on improving today. *Example: Yesterday we moved so much quicker when we transitioned! Let’s see if we can continue that today.*

**Continue to work on the Thinking Tree Map** so children can connect previous learning to today’s activities. *For example,*

Fix-Up	-----	Reading	-----	Reading
Strategies		Strategies		Habits
1. sound it out		1. Predict what the		1. Read!
2. spot and dot		story will be about		2. Build our reading
		2. Think about what we		time to 90 min.!
		the topic already!		

**Tell the objective:** Today we’re actually going to take some big words apart. Let me caution you right now – Spot and Dot is not a perfect system BUT it gives you a place to start figuring out big words. Also, you may not understand all of this today. It may take several days or more! I’m relying on those of you who understand to help your classmates and I’ll help, too.

**Review:** Turn to your partner and answer my questions. (Say the question, then the answer – one at a time.)

- What are the vowel names? (A,E,I,O,U and sometimes Y)
- What 2 types of vowels have we learned about? (“Hear-its-name” and “Hear-its-other-name.”)
- What’s a syllable? (a word part, each part has a vowel sound)

**Lesson Time**

**Note:** I’ve included enough words so that you can continue working on spot and dot a number of days. I’m sure the students will need this strategy reinforced over and over again until they can use it confidently. Also, words are divided as they are pronounced, not necessarily as they are hyphenated in writing. There’s a lot more to learn about root words before you can take on that teaching.

**Model taking these words apart.** Write the words on the board with the vowels in RED. Show the students that when you spot the vowels and find 2 other consonants between them, divided between the consonants and pronounce the other-vowel (short) sound.

nap-ping knot-ted mit-ten slip-per slug-gish  
gras-sy mad-der fun-ny spar-row sor-ry

**Now, model taking these words apart.** Write the word on the board with the vowels in RED. Show the students that when you spot the vowels and find only one consonant between them, pronounce the vowel’s name (long).

gra-vy ma-jor dai-sy bro-ken ti-ger ra-ging  
tu-tor fa-cing ma-tron o-men pa-per ro-bot

**Materials and/or Assistant Suggestions**

Move children so that they are grouped with your assistant – you may want to try a different group today.

Assistant should check to be sure notebooks are written. If she has another group she can check 5 more!

Knee to Knee, Eye to Eye Partners

Questions could be on chart paper to reinforce the visual.

Board  
Red erasable marker

Asst working with her group.

Appoint a dictionary person to look up words students can figure out how to say – but don’t know the meanings.

### Research Part:

#### Give students a copy of the student worksheet. (BOX 1)

Let students work in pairs or groups to spot and dot the words AND figure out how to pronounce the words.

Check the words together.

Glue the box in their writer's notebooks.

en-joy but-ter ta-ken ban-ner ban-ter fru-gal fur-bish  
cir-cus mu-sic rob-ber run-ner cen-sus con-tent bro-cade  
sti-pend tur-ret sum-mons ar-gon ban-jo

Overhead copy of  
Box 1 for teacher.  
Student worksheet  
for each student.

#### Try some big words. (Box 2)

Sometimes when we figure out how to say a word, we know what it means: "Oh, now I know that word! Is that what it looks like?" BUT, sometimes we can say it but we don't know what it means. Then it is time to go look it up in a dictionary.

con-stan-cy	con-tem-por-ar-y	con-ta-gion	e-ra-sure
fur-long	fur-be-low	hal-cy-on	hal-berd
mo-no-to-nous	per-cent-age	per-en-ni-al	per-co-la-tor
re-as-cend	rea-son-ing	sub-ter-ra-ne-an	suc-ceed
sub-ter-fuge	suc-cu-lent		

Continue putting a  
dictionary person to  
work looking up  
words students can  
figure out how to  
say – but don't  
know the meanings.

#### These words are even harder! (Box 3)

Some words fit the rules exactly. With some words, students will have to play around with the sounds until they get a word that sounds like a word to them.

Say, *If you know the word, DON'T tell your partner. Let your partner try.*

e-qua-tion	ep-i-isode	pro-duct	pro-jec-tor	su-per-sti-tion
con-tem-pla-tive	ma-gic	stu-dy	ha-bit	re-cal-ci-trance
re-bel-lious	real-ist-ic-al-ly	spe-ci-fi-ca-tion	sub-scrip-tion	
ti-mor-ous	to-mor-row	on-nage	to-ler-ant	tur-pi-tude
ve-ge-ta-tive	var-i-a-tion	var-ie-ga-ted	v	as-sal-age

#### Stop the group after a reasonable amount of time.

##### Summarize:

- (1) 2 consonants in the middle – divide between them – hear the vowel's other sound. (hop-ping)
- (2) 1 consonant in the middle of 2 vowels – divide AFTER the first vowel – hear the vowel say its name (ho –ping)
- (3) If the word doesn't sound like a word you recognize, try another vowel sound because the rule doesn't always work. Keep trying. Spot and Dot will help you come close.

#### Follow-up minilessons to teach:

**/le/ rule:** /le/ always grabs the consonant before it, with it  
lit –tle bris-tle mea-sles

**Bossy /R/ rule:** r always takes the vowel before it  
mor –al

**Suffixes and Prefixes stay together rule.** Then spot and dot the rest of the word. va-ca-tion un-sa-tis-fac-tor-y su-per ca li frag il is tic  
re mem ber ing

Hear

its

name.



Hear

other

sound.

# Spot and Dot

Words follow the rules. Moves from familiar words to unfamiliar words. Show on SmartBoard, DocCam or overhead.

## Box 1

butter taken banner banjo

enjoy circus music robber

runner census content banter

brocade stipend turret summons

argon frugal

Spot and Dot 2: Words follow the spot and dot rules but these are words students probably do not know.

## Box 2

constancy contemporary

contagious erasure furlong

furbelow halberd succulent

percentage percolator subterfuge

reasoning subterranean succeed

Spot and Dot 3: These words may or may not follow the rules. Students learn that spotting and dotting is a place to start and they can see how close they come to the actual word. It is not foolproof. If one pronunciation doesn't sound right, try another.

## Box 3

magic study habit product

tomorrow tonnage vegetative

rebellious realistically episode

equation projector superstition

specification subscription

timorous variation vassalage

contemplative recalcitrance

Box 1

butter taken banner banjo enjoy circus  
music robber runner census content banter  
brocade stipend turret summons argon frugal

Box 2

constancy contemporary contagious erasure  
furlong furlong halberd succulent percentage  
percolator subterfuge reasoning subterranean  
succeed

Box 3

magic study habit product tomorrow  
tonnage vegetative rebellious realistically  
episode equation projector superstition  
specification subscription timorous  
variation vassalage contemplative recalcitrance

1. place

7. men

2. map

8. tree

3. road

9. miss

4. mice

10. box

5. bit

11. last

6. peace

12. lot

13. teach

19. read

14. book

20. far

15. moan

21. belt

16. Haag

22. toy

17. fly

23. dirt

18. saw

24. thin

25. no

26. work

27. move

28. boil



## Student “Cheat Sheets”

### Spot and Dot!

- ❖ **2 consonants** - divide between them - hear the other vowel sound (hop-ping)
- ❖ **1 consonant** - divide after the vowel - hear the vowel say its name (ho-ping)
- ❖ **If the word doesn't sound right**, try another vowel sound because the rule doesn't always help. It just gets you close!

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### Hard Spot and Dot!

- ❖ **/le/ rule:** /le/ always grabs the vowel before it! (ta-ble, gob-ble)
- ❖ **Bossy R rule:** an /r/ always grabs the vowel before it! (cir-cus)
- ❖ **Prefix and Suffix rule:** Take off prefixes and suffixes. Don't try to spot and dot them!  
(un-hap-py)  
(hap-pi-ly)

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