

Wild Words

Step one: Preplanning and topic

- Activity: Wild Words
- Theme: Work on high frequency words and creating sentences with them
- Source: Original
- Drama/Learning goals:
 - The student will be observed action spelling the high frequency words correctly with the class.
 - Using known high frequency words, the student will become an action sentence with their group, using the words in their correct context.
 - The student will work cooperatively in a group.
- Skill levels:
 - Cooperation: Members of the group will need to work together for this activity to be successful.
 - Concentration: Members of the group will need to be able to focus on themselves as well as the group.
 - Self Expression (non-verbal): Members of the group should be able to use their bodies to express their imagination and their own thoughts, feelings, and ideas

Step two: Presentation of materials

- Strategies for introducing the activity and establishing the mood:
 - Well first graders, I think we have done enough sitting for the day. Let's get up and shake off the stiffness. Next we're going to read a *wild* story about a boy who is about your age, who doesn't like to listen to his mother. I need you to sit in a group in front of the storyteller chair and raise your hand as high as you can when you're quiet and ready to start listening to my story. Now I need you to be the best listeners, and take a mental picture of each page in case you can't remember what the book was about later, the pictures you took will help you. Let's get started; Where the *WILD* Things Are by Maurice Sendak.
- Relationship to current unit:
 - Adding words to the word wall
 - Extending the previous lesson on sentence formation
- Preparation and set-up of materials:
 - Where the Wild Things Are by Maurice Sendak
 - Common word cards for sentence creating

Step Three: Discussion

- Instructions for preparation:
 - Find a large space or clear a space
- Instructions for playing:
 - Now not only did we read this story because it is fun, but because it has some of this week's word wall words in it. Mischief, Frightened, and Roared are three of our five words and we're going to start learning about them with action spelling.
 - Let us be volcanoes this week, I'll start by using a word from last week; Frown.
 - Do the three new words together.
 - What do these words mean, or what do they look like; describe them.
 - Now I need five volunteers, and the rest of you are my readers.
 - Give each volunteer a word/punctuation.
 - Our volunteers are a sentence. The reader's job is to try to guess what this sentence says based on each volunteers' acting out their word. Obviously you can't act out words like THE but they are still very important.
 - Have the volunteers stand in a line facing the readers. The THE person and the punctuation person will receive large cards with their word or punctuation to display. The other volunteers will be given their word to act out as best they can.
 - The volunteers start acting as a group at the same time, while the teacher calls out coaching hints.
 - What would this thing do?
 - Is it a sound? And if it is, how would you look making it?
 - Does this word show feelings?
 - The readers try to read the sentence the volunteers are acting out.
- Casting, volunteers, etc. :
 - Each student claims a word and becomes that word.
 - The rest are readers
- Strategies for involvement:
 - Encourage and support all participants.
- Check for understanding and clarity:
 - Ask if there are any questions. Repeat explanation?

Step four: Playing the material

- Instructions:
 - Remind of directions/give helpful suggestions during the activity
- Sidecoaching ideas:

- Show expression by example
 - Explain what a word means if they don't understand it.
- Teacher participation:
 - Read Where the Wild Things Are
 - Hand out sentences
 - Give directions

Step five: Evaluation and reflection

- Questions to generate discussion and reflection:
 - Was it easy to guess the others' sentences?
 - Which words were the easiest to become?
 - Which words were the hardest to become?
 - What was your favorite part of the story and why?
 - Do you think you would be able to spell our new high frequency (word wall) words if your family asked you?

Step six: Replaying

Step seven: Evaluation and reflection

- Questions to generate discussion and reflection