

Introductory Activity	Magic Bird: Build a Word	Writing Extension
<p>Additional vocabulary for Magic Bird for English Language Learners who have not used any of the programs before and are at a beginner preproduction or early production level: <u>magically, changes</u>. Point to the items in the Magic Bird initial screen or a print screen and say the words. Ask students to repeat the words. Ask students to come up to point to the item as you say it. Discuss magic and magic shows. Have students seen a magician before? What did the magician do? What is a magic trick? How can a magician change one thing into another thing? Answer: magically! It is important to do the activity BEFORE the students enter the program the first time.</p>	<p><u>Skill Addressed:</u> Improving spelling and word-building skills  <u>Grade Level:</u> Elementary, Middle School  <u>English Language Level:</u> Speech Emergence to Intermediate fluency  <u>Type of Activity:</u> Individual, Small Group  <u>Materials:</u>            - Create student worksheets to help students build words using blends and digraphs. Create three columns on a page. Example: In the first column write “br”, in the second column write “cr” and in the third column write “dr”. Adapt this format for other blends and digraphs. See “starter blackline master” below – FINDING WORDS            - Overhead transparency of the worksheet created for this activity. (<i>Activity Sheet on next page.</i>)</p> <p><u>Activity:</u> Using the worksheets, ask students to find words in and around the classroom that start with consonant blends and digraphs. They will write the words they find on the work sheet under the correct column. Give them 10 minutes to find as many words with the selected blends/digraphs that they can. Call TIME’S UP and have everyone sit down. Ask students to count how many words they found and put the number in the space on the work sheet. Ask one student to read a word from his/her list and then write it on the board or on an overhead transparency sheet of the Worksheet. Correct the spelling if necessary. Ask how many students found the same word. Tell them to check their spelling against what they see up front and to fix it in their worksheets. Go through about 10 of these. Chances are there will be many repeats, but this is a way to get them to recognize AND spell the words properly. Do this activity multiple times with different digraphs and blends. Let the students keep a folder with their worksheets for study. Always correct the spelling and have the students correct the spelling on their sheets. (For older students, you may expand the activity into a contest, keeping track of who found the most words and spelled them correctly the first time.)</p>	<p>Ask students to use the words they found in sentences. They can use more than one “found” word in each sentence if it makes sense. They can write about <u>how</u> they found the item or <u>where</u> the object is in the room, or <u>describe</u> the object. Allow 10 minutes for writing and 5 minutes for exchanging papers with a partner, who will “edit” or at least check the sentences by reading them out loud. Collect the work, make corrections and return to them to “rewrite; edit” a new version to do as homework.</p>

: