

LESSON TWELVE

OBJECTIVE 3: STAYING IN CONTROL

LESSON 12: Word Building to Reinforce Smart Choices

OBJECTIVE

- Students will use a word building strategy to develop sentences to reinforce the Take the Challenge curriculum.

COMMON CORE STATE STANDARDS

- ENGLISH LANGUAGE ARTS
 - * **CCSS.K.RF.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - * **CCSS.K.RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.

LESSON OVERVIEW

- Students build words using letter cards and pocket charts.
- Students sort words.

MATERIALS NEEDED

- Pocket chart with letters S - M - A - R - T
- 3 x 5 index cards with words: AT, AM, SAM, SAT, RAT, TAR, STAR, SMART,
- One set of letter cards S - M - A - R - T per student Worksheet 12.1



Family Newsletter

Distribute Issue Four of the *Take the Challenge* * *Take Charge* Family Newsletter.

PROCEDURE

Step 12.1: Students Complete a Word Building Activity.

*CCSS.K.RF.2 & CCSS.K.RF.3

Teacher's Note: Each child will need one set of S-M-A-R-T letter cards, Worksheet 12.1. Prepare a teacher's set for use in a pocket chart. In Steps 1-8, students make words using their set of letters. A student who finishes with the correct spelling of a word can be asked to go to the pocket chart and use the teacher's set of letter cards to spell the word for the remainder of students to self-check.

Teacher's Note: Write words; at, am, Sam, sat, rat, tar, star and smart on 3" x 5" index cards for use in the second step of the Word Building Activity.

Step 1

• Tell Students:

1. Take two letters and make the word **at**. We have a TV **at** my house.
2. Take the **t** away and add another letter to make the word **am**. I **am** budgeting my screen time.
3. Add a new letter to the word to make the word **Sam**. My friend, **Sam**, and I like to play board games.
4. Take the **m** away and add a different letter to make the word **sat**. We **sat** on the floor playing a board game called *The Cat and the Rat*.
5. Take the **s** away and add a new letter to make the word **rat**. The **rat** was winning the game.
6. Now we are going to work some magic on the word **rat**. We will move the three letters around to spell a new word. Listen as I stretch the new word for you. /t/-lar/. **Tar**. What letter would you put first? Now put the letter **a** in the middle and the **r** at the end. We have magically made the word **tar**. The cat landed on the space with the gooey **tar**.
7. Now we are going to spell a 4-letter word. Keep the word tar and add another sound to the beginning of the word to make the word **star**. Mom came in and gave us each a chocolate **star** because we had found something better to do than watch TV.
8. The last word in our lesson is going to be our secret word. Take out the letter t and replace it with the letter m. Put the t at the end. Can anyone guess what our "secret word" is? Instead of watching TV we made a **smart** choice!

Reread the underlined sentences to create a smart story.

- **Ask Students:** What smart choice did the two children make?

Step 2

When you are finished with the Word Building Activity, collect all the letters in the pocket chart. Use the words you made (**at, am, Sam, sat, rat, tar, star, smart**) and sort them according to beginning letter sounds of **a, r, s, t**. Sort the words a second time according to word families. Use three columns with **at, am,** and **tar** cards at the top. Choose student volunteers to place the remaining words in the correct columns (e.g., at-sat-rat, am-Sam, etc.). Discuss why the "**secret word**" does not fit into any of the word families.

S	M	A	R	T
S	M	A	R	T
S	M	A	R	T



Family Newsletter - Issue Four

CONGRATULATIONS!

The *Take the Challenge* * *Take Charge* program has been a great success both in and out of the classroom. Thanks to all the families and students who have worked hard this year to spend less time using screens; we hope you found that budgeting screen time left room in your day for the many rewarding and beneficial activities life can offer. We encourage you to continue budgeting your screen time.

It would be pretty unrealistic to throw the television and video games out the window. What would be realistic is to figure out where screens fit into your family's life and turn them on then -- and only then.

Because it is easy to fall back into old habits, sticking to a screen budget requires careful time management skills and self-control. Planned screen-use and screen budgeting go hand-in-hand. The idea is to actively plan when and how your family will use screens.

You can help your child stick to the weekly budget by working together to plan his/her screen use.

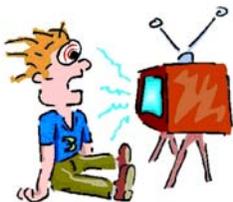
Some suggestions include:

- designating certain times throughout the day when screens should be turned off such as meal time or in the evening before homework has been finished.
- helping your child choose video games and television shows that are appropriate and worthwhile.
- making a visual schedule to show selected screen activities.

Planning a budget can have short and long term benefits. Since screen time is planned each week, there isn't time for your child to "zone out" in front of screens. Instead, your child will learn to use screens with a purpose. You can share your values and interests with your child by guiding him/her toward programs and video games you like and support. Asking your child to create a visual schedule will give him/her experience with time management. This sort of planning skill will be useful throughout your child's life.

Remember to turn screens off and turn life on!!

Noteworthy News



- ✓ A steady diet of violent content over time creates a culture that tells kids that violence is the accepted way we solve our problems.
- ✓ Not every child who watches a lot of violence or plays a lot of violent games will grow up to be violent. Other forces must converge. But just as every cigarette increases the chance that someday you will get lung cancer, every exposure to violence increases the chances that someday a child will behave more violently than they otherwise would.