

Strategy: Nifty-Thrifty-Fifty
Reading Dimension(s): Word Study
Objective/Essential Question: Is the student able to recognize and use the morphemic patterns in words to read unknown words?
SOL(s): K.7, 1.6, 1.9, 2.4, 2.6, 2.7, 3.3, 3.4, 4.3, 5.4
Prerequisite Skills: <ol style="list-style-type: none"> 1. Strong letter-sound recognition. 2. Understanding of definition of prefix, suffix and root.
Materials: Wall or bulletin board to display words, word written largely and boldly
Procedure: <p>This strategy will help children learn how to spell a Nifty-Thrifty-Fifty store of words to decode, spell, and build meaning for thousands of other words.</p> <ol style="list-style-type: none"> 1. Display the words, arranged by first letter, someplace in the room. Add four or five each week. 2. Explain to students that in English, many big words are just smaller word with prefixes and suffixes added to the word. 3. Tell students that one way to practice words is to say the letters in them aloud in a rhythmic, chanting fashion. Point to each word and have the students chant it (cheerleader style) with you. After “cheering” for each word, help students analyze the word, talking about meaning and determining the root, prefix, suffix, and noting any spelling changes. 4. Students write each word. Have students check their own papers once more chanting the letters aloud underlining each as they say it. 5. When you have a few minutes of sponge time, practice the words by chanting, writing, identifying the root, prefix, and suffix, and pointing out spelling changes. 6. Once the students can automatically, quickly, and correctly spell the words and explain to you how they are composed, it is time to help them see how these words help them decode and spell other words. Have students spell words that are contained in the words and words you can make by combining parts of the word. Use each of the new words in a sentence, talk about the meaning and note spelling changes as needed. 7. Continue adding words gradually. Use the above procedure with all of the words.
Reference(s): <p>Cunningham, P. M., & Allington, R. L. (1999). Classrooms that work: They can all read and write (2nd ed.). New York: Longman.</p> <p>Cunningham, P. M., & Hall, D. P. (1998). Month-by-month phonics for upper grade: A second chance for struggling readers and students learning English. Greensboro, NC: Carson-DeLosa.</p>