**COOPERATIVE LEARNING ACTIVITY**

***The Word Identification Strategy***

**STAGE 2: DESCRIBE**

**Instructional Materials**

Instructor’s Manual (pages 19-33)

Handouts from the Manual:

Cue Card #1. Steps of the Word Identification Strategy (p. 95)

Cue Card #2. Step 2 and Step 3 (p.96)

Cue Card #3. Rules of Twos and Threes (p. 97)

Prefix List (pp. 120-121)

Suffix List (pp. 122-123)

Examine the Stem Worksheet (p. 105)

Other Materials:

Blank Paper and Pens for writing example words during instruction unless a chalkboard or other means of writing example words are available.

One dictionary to share among the group

**Teaching Directions**

1. Divide into groups of four and sign-up in the first section of the table. Depending on your number (1-4), prepare to teach one of the following sections in the manual beginning with the section on “What to do:” on page 20. The second part of the table tells you what to do to teach your part of the strategy.

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| Teacher (Persons) | What to Do |
| 1. | Begin with # 1 on page 20 and describe Step 1 and Step 2  of the strategy that ends on page 24 (c.) |
| 2. | Describe Step 3 and Step 4 of the strategy that begins on page 24 (c.) and ends on page 26 (e.) |
| 3. | Describe Step 5 of the strategy that begins on page 26 (e.) and ends on page 29 (f.) |
| 4. | Begin with Step 6 and Step 7 beginning on page 29 (f.) and ends on page 3l (7.) |
| Everyone | Review what to do to finish this phase of instruction that begins at #7 on the bottom of page 31 and ends on page 33. |

Note: To save time, you do *not* need to take notes as instructed in the manual. Also, do only a *few words* on the *Examine the Stem Worksheet*.