

Build Fluency and Sound Awareness

When Louis Armstrong Taught Me Scat - Grade 3 - Short lesson

TIME

OBJECTIVE

15 minutes Sort the made-up words from the real ones and work out what makes a made-up word readable anyway.

PRODUCT

Two columns of words with one rule written under each column Essential question: If these are not real words, how does everybody know how to say them?

Materials

Text to mark

- The book The passages, copied
- Passage 2 - the two of them mid-spin, the girl on one foot
- Prepared passages: Passage 2, Passage 4, Passage 10

Lesson sequence

1 Somebody names it - 4 min

- Passage 4 - an almost empty page, the words alone on white
- Passage 10 - purple leaves and two pale creatures against deep blue

Focus:	A character defining a word inside the story
Teacher model:	Read the exchange where the word is asked about and answered.
Prepared text:	Passage 2 2 Real or made up - 7 min
Teacher direction:	Sort this page's words into real and made up.
Expected answer:	Real: moon, nose, toes. Made up: JIPPITTY JOON, OOOO- blee, BOOO-blee.
Prepared text:	Passage 10 3 Why you can still say them - 4 min
Teacher direction:	Write the rule that lets a reader say a word nobody taught them.
Expected answer:	The made-up words rhyme and repeat an ending, so the first one teaches you the rest.
Prepared text:	Passage 4

Support & extension

Above: Write two lines of your own scat that keep the rhyme, and underline the real words you left in.

Below: Circle the real words on one page and read them out on their own.

Assessment

- Separates invented words from real ones without being told
- Names a rhyme or a repeated ending as the reason a made-up word can be read
- Finds real words sitting inside the invented lines