

[Narrator] Teacher Jennifer Hannah has taken time to directly teach her students how and when to use fix-up strategies to figure out unknown words. Now, it's time to review and apply what they've learned. Let's listen in as Jennifer Hannah's students practice click and clunk.

[Jennifer] Clicking along like driving a what?

[Students] A car.

[Jennifer] Good. When I hit a clunk it's a?

[Student] Bump.

[Jennifer] A bump or a pothole, good. But what happens when I'm reading, when I'm clicking along, what does that mean? Raise your hand and tell me, what does that mean when I'm clicking along during reading? Jessica?

[Jessica] You're not running into any trouble with words and you're just reading along.

[Jennifer] Very good, you're not running into any trouble with the words, you're just reading along. Okay Ethan, when we are driving along and all of a sudden we hit a clunk, what is that?

[Ethan] If you're stuck on a word that you don't know?

[Jennifer] Very good. Now if we hit a clunk, there are some fix-up strategies. Who can tell me one of the strategies that we use to fix up our clunk?

[Narrator] Ms. Hannah calls on students to review the fix-up strategies they've learned. The strategies are re-read the sentence with the clunk and look for key ideas. Read the sentence without the clunk, think about what makes sense. Re-read the sentence before and after the clunk, look for clues. Break the word into smaller words that you know. Look for a prefix or a suffix in the word that might help.

[Jennifer] Now sometimes you might come to a word that you know, but your partner doesn't know, and that's okay. We're going to use the clunk cards and help each other figure out the word. So what I want you to begin doing is, with your partner, click through the story. When you come to a clunk, you need to figure it out using your clunk cards, and I want you to write it down in your learning log and tell me which card you used to figure out the clunk. It begins with a lot of modeling, and then I will let them try some on their own with their partner.

[Student] Re-read the sentence with the clunk. Look for key ideas. "It is one of the deadliest snakes in the world."

[Jennifer] So do you see any clues in that sentence that might help you figure out what the word slender means?

[Student] A whip is thin.

[Jennifer] What else could you say about a whip? How does a whip look?

[Student] It's skinny.

[Jennifer] Okay, and you told me another word, thin. So what do you think the word slender means if "a Black Mamba is like a whip?"

[Student] Thin or skinny.

[Jennifer] Thin or skinny, very good. Okay, so go ahead and fill in your learning log the word slender. Eventually this needs to go independently where when they're reading books and finding clunks, they're able to internalize those fix-up strategies to figure out words they don't know.

[Narrator] After a few minutes, students share some of the clunks they've found.

[Jennifer] Summer, what's a clunk that you've got?

[Summer] Deadliest.

[Jennifer] Okay. What did deadliest mean, Summer?

[Summer] A snake that can kill people.

[Jennifer] Which card helped you figure that out?

[Summer] Number 1. Re-read the sentence with the clunk. Look for key ideas.

[Jennifer] Okay, and what key ideas did you find?

[Summer] That it says it's one of them, and it's in the word, it says dead.

[Jennifer] Okay it's in the word. So you also used one other clunk card by finding dead in the word.

[Summer] Number 4?

[Jennifer] Yes, number 4. Break it apart into smaller words. So you used numbers 1, you looked for key ideas, and 4, you broke it apart into smaller words and you told me you found the word, dead.

[Narrator] By directly teaching fix-up strategies and allowing plenty of time for guided practice, teachers prepare students to apply word learning strategies to understand new vocabulary and improve comprehension of text.

[Student] I found the clunks!