

Sample Spelling Lessons Outline: For three days only

Suggested Year level(s): Years 5 and 6

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	Day 1 Phonological component CoST: P4		Day 2 Orthographic component CoST: O2	Day 3 Morphological component CoST: M2	
	Learning intention: I will be able to segment and blend words comprising up to 12* phonemes.		Learning intention: I will be able to spell taught words using graphemes* for the long /a/ phoneme: a-e, ay, ai, eigh, and ee	Learning intention: I will be able to apply taught generalisation(s)* when spelling words with the suffix, -ion	
	[* need to differentiate]		[* need to differentiate]	[* need to differentiate]	
	Syllable count	Phoneme count	Words with long /a/ graphemes	Morphemes	Generalisation(s)
For explicit teaching (5-10 minutes):					
<i>locate</i>	Model: 2	Model: 5 (highlight the long /a/ phoneme = 4 th phoneme)	Highlight the split digraph: a-e in the word, <i>locate</i> . Compare a-e with other graphemes for the long /a/ phoneme. Discuss frequency and placement of these graphemes. Create anchor chart with graphemes and sample words.	Explain: Base word = <i>locate</i> + Derivational suffix = <i>-ion</i>	Explain: If the base verb ends with te , it is common to drop the final e and then add the suffix -ion .
<i>location</i>	Model: 3	Model: 7 (highlight the schwa = 6 th phoneme)			
For student application: (10-15 minutes)					
<i>motivate</i>	3	7	Student tasks: - Create a 15x10 grid <i>Word Search</i> using target words. - Swap your <i>Word Search</i> with a peer and ask them to complete it.	Student tasks: - Identify the morphemes: Base word + ion = _____ - Change the verbs to abstract nouns by applying the generalisation when adding the suffix, <i>-ion</i> . - Write sentences using each verb. - Write nominalised sentences using the abstract nouns.	
<i>motivation</i>	4	9			
<i>contaminate</i>	4	10			
<i>contamination</i>	5	12			
<i>create</i>	2	5			
<i>creation</i>	3	7			
Differentiation (Example only)	Group 1: Students segment and blend up to three-syllable words. Group 2: Students segment and blend up to five-syllable words.		Group 1: Students learn to spell words with a-e and ay . Group 2: Students learn to spell words with less common graphemes for the long /a/ phoneme (e.g., French derived grapheme, <i>-et</i> in <i>ballet</i> , <i>gourmet</i>). ¹	Group 1: Students learn and apply one generalisation for using the suffix, <i>-ion</i> . Group 2: Students learn and apply two generalisations for using the suffix, <i>-ion</i> . [Add generalisation: If the base verb ends with ce drop the e , replace it with t and then add the suffix -ion . Additional sample words: <i>introduce/introduction;</i> <i>produce/production;</i> <i>reduce/reduction]</i>	

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