Sample Spelling Lessons Outline: For three days only

Suggested Year level(s): Years 3 and/or 4

	Day 1 Phonological component CoST: P4		Day 2 Orthographic component CoST: O14	Day 3 Morphological component CoST: M2	
	Learning intention: I am learning to segment and blend words with up to *… syllables. **[* need to differentiate]**		**Learning intention:** I am learning to spell taught words with the letter patterns: *-le* & *-al* in the unaccented final syllable. **[* need to differentiate]**	**Learning intention:** I am learning to spell words with the derivational suffix, *-able* **[* need to differentiate]**	
	Syllable count	Phoneme count	Letter patterns in unaccented final syllables: *-le* and *-al*	Morphemes	Generalisation(s)

For explicit teaching (5-10 minutes): Model, demonstrate and explain

Day 1			Day 2	Day 3	

Explain and model:
- Every syllable has a vowel phoneme.
- Hear the schwa: It is the second last phoneme in each word, just before the /l/ consonant phoneme.
- In the 2-syllable words, the second syllable is unaccented (unstressed) - it feels like a weak beat.

	Syllable count	Phoneme count
able	2	4
total	2	5
capital	3	7
reliable	4	8

Model the sorting task:

Explain: *-le* and *-al* are 2 common letter patterns that can occur in the unaccented final syllable of words ending in /uh - l/. Model using words listed in table below. For each word, highlight the last two letters. This is a tricky letter pattern to remember. Remind students of the schwa.

-le	-al
ab**le**	tot**al**
relia**ble**	capit**al**
manageab**le**	met**al**
useab**le**	pet**al**

Include some of the same words that were introduced on Day 1.
Review any new words – also see worksheet for Day 2.
Discuss word meanings as needed.

Explain:

Base	+	Suffix	New word
live	+	able	liveable
rely	+	able	reliable

-able is a derivational suffix. It can be used to turn a verb into an adjective or a noun. This suffix means: *able to be or worthy of something.*
Sometimes, we need to do something special to the base word when this suffix is added.

Introduce one generalisation:
If the base verb ends with **y**, it is common to drop the final **y,** replace it with **i** and then add the suffix *-able* (e.g., *rely-reliable*).
Include some of the same words that were introduced on Day 1 and Day 2 – see next page.
Discuss word meanings as needed.

For student application: (10-15 minutes)

Student task:
- Sort words ending in *-le* and *-al* according to the number of syllables.
- Identify the number of vowel phonemes in each word.
- Identify the number if consonant phonemes in each word.
(For example, see task worksheet for Day 1).

Student task:
- Categorise and write words into a word sort table. Words ending in *-le* and words ending in *-al*.
(For example, see sorting task worksheet for Day 2).

Extra consolidation tasks:
- Play a partner game of tic-tac-toe: words ending in *-le* vs words ending in *-al*.
- Write each word in a sentence.

Student task:
- Categorise the *-able* suffixed words according to the generalisation (change vs. no change to the base).
- Select some base word(s) and write each in a sentence.
- Then, use the *-able* suffixed word(s) in a sentence.
(For example, see task worksheet for Day 3).

Differentiation (for student task)
(Example only)
Group 1: Students segment and blend up to four-syllable words.
Group 2: Students segment and blend up to five-syllable words.

Differentiation (for student task)
(Example only)
Group 1: Provide a reduced number of words to sort and write. For words ending in *-le*, use words ending in *-able* only.
Group 2: Students complete the task using an expanded range of words.

Differentiation (for student task)
(Example only)
Group 1: Students this complete task using words where no change is needed to the base word when it is suffixed.
Group 2: Students learn and apply both generalisations for the suffix, *-able*.

Day 1: A focus on the phonological component

Group 1 words:

table	collectable	final	nibble
sustainable	rural	useable	liveable

Word	Number of syllables	Number of consonant phonemes	Number of vowel phonemes	Total number of phonemes

Group 2 words:

justifiable	collectable	mammal	variable	stable
rural	people	modifiable	natural	knowledgeable

Word	Number of syllables	Number of consonant phonemes	Number of vowel phonemes	Total number of phonemes

Day 2: A focus on the orthographic component

Group 1 words:

table	collectable	final	nibble
sustainable	rural	useable	liveable

-le	-al
ab**le**	tot**al**
relia**ble**	capit**al**

Group 2 words:

justifiable	collectable	mammal	variable	stable
rural	people	modifiable	natural	knowledgeable

-le	-al
ab**le**	tot**al**
relia**ble**	capit**al**

Day 3: A focus on the morphological component

Group 1 words:

live	collectable	sustain	collect	reason
sustainable	reasonable	useable	liveable	use

Base	**Suffix**	**Base + suffix**

Group 2 words:

justifiable	collectable	comfort	justify	variable	rely	modify
reliable	knowledge	vary	modifiable	collect	comfortable	knowledgeable

1. Change the final **y** in the base word to **i** and then add the suffix, **-able**

Base	**Suffix**	**Base + suffix**

2. Base word does not change when the suffix **-able** is added.

Base	**Suffix**	**Base + suffix**