

Lesson Plan Title	Clues to Spelling From Word Relationships, p.76, <i>Beyond the Blueprint</i>
Lesson Plan Created by	Joanne White, CSDE Educational Consultant for Early Literacy and Reading First
Grade	5
Subject	English/language arts, spelling
Standard(s)	Standard 4: Applying English Language Conventions Component Statement 4.3: Students use Standard English for composing and revising written text. Performance Expectation 4.3.b.: Students will demonstrate proficient use of proper mechanics, usage and spelling skills.
Time	60 minutes
Indicators/Objective(s)	Students will be able to analyze and identify clues to the spelling of multisyllabic words with a vowel in an unaccented or unstressed syllable, and use such words in their own writing.
Required Materials for Lesson/Technology	<ul style="list-style-type: none"> • Word lists with spelling patterns as indicated in objective (e.g., definition/define; inspiration/inspire; invitation/invite; composition/compose; legal/legality). • White board • Pencils/pens and paper or word processor
Initiation (prior knowledge; connections; vocabulary)	<p>Concepts:</p> <ul style="list-style-type: none"> • In running speech, words with vowels in unaccented syllables often have a “schwa” sound, a brief unstressed short <u>u</u> or short <u>i</u> sound. • The “schwa” sound can be spelled with any vowel. • English words often have stable bases (roots or combining forms) that provide clues to the spelling of related unfamiliar multisyllabic words.
Learning Procedures	Using a word from the word list, explain and model how knowledge of related words provides clues for spelling multisyllabic words with a vowel in an unaccented syllable.
Grouping	Whole group introduction, flexible cooperative groups
Guided Practice	Using remaining words, the students with teacher guidance will illustrate how knowledge of the related word serves as clues to spelling.
Instructional Strategies	Classifying; cooperative learning
Closure	Working in flexible cooperative groups, students will write a brief statement that explains the concept of using clues to spell multisyllabic English words

	with vowels in unaccented syllables.
Independent Practice	<p>Student-directed classifying:</p> <p>Given an additional list of words, students will write related words for each word, identifying the related word that provides the clue to the spelling of the original word from the list.</p> <p>(Additional word pairs: ability/able; generative/generate; defamation/defame; opposition/oppose – challenge words)</p>
Assessment based on Objectives (informal, formal, formative, summative – essential question)	Students will use clues to the spelling of multisyllabic words that have a vowel in an unaccented syllable in order to accurately spell such words in their own writing.
Interventions (for struggling students)	<p>Start with one pattern and use discovery teaching (auditory discovery, prediction, visual discovery and verbalization) to help students understand and generalize the following spelling pattern:</p> <ul style="list-style-type: none"> -acute, awake across, lagoon (the sound for short <u>a</u> is spelled <u>a</u> in an unaccented syllable); -speedometer, thermometer, odometer (related spelling word is meter); -additional concepts (syllable, accent, unaccented or unstressed syllable)
Enrichment (for gifted students)	Students will create a list of roots or combining forms (e.g., dict, astro and bio) and generate multisyllabic derivatives for each.
Connections to Other Subjects	Content area words in other subjects are often multisyllabic. Instruct students to use their knowledge of given roots or combining forms to provide clues to spelling of multisyllabic words from other content areas.
Reflection(s)	Promote active, reflective thought about language and the rules/patterns of English orthography.