

Mini-lesson: Launching (16) Spelling—Long or short words/visualizing words.
Standards: CC 1.4.1 M Write narratives to develop real or imagined experiences or events. CC 1.4.1 R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. - Capitalize dates and names of people. - Use end punctuation; use commas in dates and words in series. - Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. CC 1.4.1 P Recount two of more appropriately sequenced events using temporal words to signal event order and provide some sense of closure. CC1.1.1.B Demonstrate understanding of the organization and basic features of print. • Recognize the distinguishing features of a sentence.
Materials: • Chart paper • Markers
Connection: “We have already learned five strategies for spelling words we don’t know: Stretching out sounds, using the word wall, our alphabet chart (Sound/Spelling Cards), the Magic Line, and using known words to write new words.”
Teach: “Writers use another strategy to spell words they don’t know—they think about if the words are long or short. Often a writer can make a picture of the word in their mind if they have read it before. Let’s try it! Shut your eyes and see if you can make a picture of the word ‘and’ in your mind. Can you see it? Now make a picture in your mind of the word ‘football’. Can you see it? Can you tell which one is the longer word? Which one has more sounds? Which will have more letters? Let’s open our eyes and count the sounds we hear in “and.” /a/ /n/ /d/ 3 sounds. Let’s count the sounds in football. /f/ /oo/ /t/ /b/ /a/ /l/ 6 sounds. So which one will be a longer word? Right! The one with more sounds! Now let’s write those words. You can use the picture of the word that you made in your mind to help you know if we are writing the word correctly. Circle both words. Which is longer?” ELD: Circle both words, emphasizing with arrows that one is long and one is short.
Active Engagement: “What did I do to figure out which word was long and which word was short? Turn and tell your neighbor what you saw.”
Bridge to Independent Practice: “As you write today, remember that long words will have more letters than short ones. Try to circle two long words in your writing.” Remind students to make pictures of the words in their minds or listen to sounds in their words to decide if they are long or short.
Closure: Have 3-5 students share their long words.