

<p>Mini-lesson: Launching (14) Spelling—Using known words to spell new words.</p>
<p>Standards: CC 1.4.1 X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CC 1.4.1.T</p> <p>With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>CC 1.4.1 M</p> <p>Write narratives to develop real or imagined experiences or events.</p>
<p>Materials:</p> <ul style="list-style-type: none">• Chart paper• Markers• Word wall words that can be used to spell other words marked with an * sign (e.g., at*, play*, me*, can*)
<p>Connection:</p> <p>“We have talked about strategies for learning how to spell words correctly. Today we will learn a new one—using words or sounds that we already know.”</p>
<p>Teach:</p> <p>“Writers use words they already know to learn how to spell new words. They listen for the sounds and see if they know a word that sounds like it. Think of the word ‘bat.’ It has the sounds /b//a//t/. We know the word ‘at’ because it is on our Word Wall. What do we need to add to the word ‘at’ to make ‘bat’? Right, just a ‘b.’ How about ‘cat’? /c/ /a/ /t/. What did we add to ‘at?’ Right, just a ‘c’ in front of the ‘a.’”</p> <p>ELD: Teacher circles “at” in the words created. Show where “at” is on the word wall. Draws a bat and a cat next to text on chart paper.</p>
<p>Active Engagement:</p> <p>“Now you try it. Think of the word ‘sat.’ Turn and tell your neighbor what you would add to ‘at’ to make ‘sat.’”</p> <p>Try some more examples. Include examples that show substituting sounds on a word from the word wall. For example: can, man, fan or had, mad, glad.</p>
<p>Bridge to Independent Practice:</p> <p>“When you are writing today, see if you can use a word you already know to help you spell a new word.”</p> <p>With more advanced learners, teach them more advanced ways to use the “chunks” or words they already know: “at” is part of “clatter” and “Saturday.”</p> <p>Continue reinforcing all of the spelling strategies, referring to class charts: stretching words, magic line, word wall, alphabet chart, etc.</p>
<p>Closure:</p> <p>Select a few students to share who used this strategy.</p>