

<p>Mini Lesson: Personal Narrative 1 (24) Using Known Words to Spell Other Words</p>
<p>Standards: CC1.4.1.M Write narratives to develop real or imagined experiences or events. CC1.4.1.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> - 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. <p>CC1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> • Distinguish long from short vowel sounds in spoken single-syllable words. • Count, pronounce, blend, and segment syllables in spoken and written words. • Orally produce single-syllable words, including consonant blends and digraphs. • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words. • Add or substitute individual sounds (phonemes) in one syllable words to make new words. <p>CC1.1.1D Know and apply grade level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • Identify common consonant digraphs, final, and common vowel teams. • Decode one and two-syllable words with common patterns. • Read grade level words with inflectional endings. • Read grade appropriate irregularly spelled words.
<p>Materials:</p> <ul style="list-style-type: none"> • Chart paper and markers
<p>Connection: “Last night I was writing a letter and I noticed something writers do. Writers use words they can already spell to write other words. I was writing about what I like to do in the spring in Portland. I used the word ‘ring’ to help me spell ‘spring’. I just added /sp/ to the front of ring, /sp/ring/, spring. I used the word ‘like’ to help me write the word ‘bike’. ‘Like’ and ‘bike’ rhyme and can be spelled with the same ending, i-k-e.”</p>
<p>Teach (modeling): “Today, if I want to write about going to the beach and playing in the sand, I can use the word and to spell sand, I just need to add the /s/ to /and/... sand. I can spell play by using the word day. Use the /ay/ and add /pl/ to the beginning, /pl/ay...play!”</p> <p>“Turn and talk to your writing partner about words you might use to help you spell other words”.</p> <p>ELD: Write words on chart paper as you discuss them. Refers to Word Wall if mentioned words are posted.</p> <p>Point out that these words have an * mark to tell you that you can use them to write other words.</p>
<p>Active Engagement:</p> <p>“Writers, today we will practice using words we know to spell other words. On your board write the word wall word ‘and.’ We can use ‘and’ to spell ‘hand.’ Write hand, /h/-/and/, ‘hand’ on your board. I can also use ‘and’ to spell ‘sand,’ /s/-/and/. Write ‘sand’ on your board. Good work! The words I already know can help me spell new words, then I can write my sentence, ‘The sand ran through the fingers of my hand.’”</p> <p>“Turn and talk and tell your partner what other words you can spell using ‘and’ in your writing.”</p> <p>ELD: Write word family on chart paper. Give sentence frames:</p>

(Beginner) "I can spell _____ with "and".

(Intermediate) "I can spell _____ and _____ using "and".

(Advanced) "I can spell _____, _____ and _____ using the word "and."

Bridge to Independent Practice:

"Today in your writing use words you know to spell new words. This is an excellent writing strategy authors use to help them with their spelling."

Meet with students to use spelling strategies: stretching and sounding out, word wall, known words, syllables.

Closure:

Share student writing where they use known words to spell other words.