

Date: _____

Spelling Single Syllable Words

PLAN

Component: Encoding

Instructional Activity: Spelling Single Syllable Words

Materials Needed: whiteboards, markers



Approximate Time:
10 minutes



Click here for video example

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

You are going to learn how to spell small words—words that have one syllable. Understanding how to spell a word sound by sound is important. You will know you have it when you can correctly spell words that have one syllable.

REVIEW & VOCABULARY

Review prerequisite skills and teach related vocabulary.

Before we begin today, let's review what a *phoneme* is. The word is *phoneme*. What word? Students respond. A *phoneme* is a single sound. We need to say the sounds in a word slowly, or *segment* the sounds, so we can spell them.

A *grapheme* is what we use to spell each sound. A *phoneme*, or sound, can be spelled using one, two, three, or even four letters! For example, /k/ can be spelled using the letter *c* or the letter *k*, but it can also be spelled using two letters—*ck*. *c*, *k*, and *ck* are three different *graphemes* that can be used to spell the *phoneme* /k/.

The words we will spell in this lesson have *graphemes* that contain either one or two letters.

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I DO IT!

Demonstrate. *Teach the new skill, model with clear explanations, verbalize your thinking process.*

For this activity, you may choose for students to use whiteboards and markers or paper and pencils. Model using the same medium students will use.

Watch and listen. First, I lay my marker down. I need to think about the spelling of the word before I begin to write it.

The word is *slam*.

I say the sounds in /slām/ slowly: /sss/ /lll/ /äää/ /mmm/. The word *slam* has four sounds, or *phonemes*. That means it will also have four spelling patterns, or *graphemes*. The number of *phonemes* in a word will be the same as the number of *graphemes* in it.

The first sound is /sss/. I know /sss/ is spelled *s*, so I write an *s*. Write *s*. The second sound in *slam* is /lll/. /lll/ is spelled *l*, so I write an *l* next to the *s*. Write *l*. I'm going to stretch *slam* again and listen for the sound that comes after /lll/. /sss/ /lll/ /äää/ /mmm/--the sound /äää/ comes next. The letter *a* spells /äää/. Write *a* after *l*. The last sound is /mmm/, spelled *m*. Write the final *m*.

Lastly, I check it by pointing under each letter and saying the sound. Model. I blend the sounds together. I spelled *slam*!

Teacher Tip: Repeat the word several times throughout this step of modeling so students are clearly seeing what you are doing each time you are figuring out which letter to write.

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WE DO IT!

Provide guided practice.

Distribute individual student whiteboards and markers or paper and pencils. **Let's try it together!**

Markers down. Eyes on me. Remember, the most important part of spelling is *thinking* about the word *before* writing it.

The word is *frost*. What word? Students and teacher: *frost*

First, say the sounds in *frost* slowly. Students and teacher respond: /fff/ /rrr/ /ööö/ /sss/ /t/. **Five phonemes. That means five graphemes!**

What's the first sound in *frost*? Students and teacher: /fff/.

How do we spell /fff/? Students and teacher: *f*

Write an *f*. Students and teacher respond.

Continue the routine for each sound in the word. Repeat and/or segment the word as often as needed.

Lastly, let's check by pointing under each letter and saying the sound. Students and teacher point to each letter and say the sound.

Now, blend the sound together and read the word. Students and teacher respond.

We spelled the word *frost*!



If students need support with:	Then try this:
Segmenting phonemes	To make the activity more visual have the student use Elkonin boxes to push and say each phoneme before counting the phonemes and graphemes.

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Provide independent practice.

Now, you all will do it by yourselves! I will say a word and you will spell it. I will remind you of the steps in the routine.

The word is _____. What word? Students: _____.

Say the sounds in the word slowly. Students stretch the word.

How many phonemes? Students respond. How many graphemes? Students respond. Prompt, if needed: **Remember, the number of graphemes in a word is the same as the number of phonemes in it.**

What's the first sound in _____? Students respond. How do we spell the sound _____? Students respond. Write it.

Continue with each additional phoneme in the word.

Check it. Point under each grapheme and say the phoneme, then blend the sounds together to read the word.

Use the routine with each of the following words.

YOU DO IT!

Word List
sock
shelf
grand
flip



If students need support with:	Then try this:
Phoneme/grapheme correspondence	To provide visual support have students use individual sets of letter tiles to build the words prior to writing each word. For example – After students state the how many phonemes/graphemes, have students select a letter tile to represent each sound. Which one of these letters is the first sound you hear in sock? Student pulls down letter tile. Continue until the word is built. Students point under each grapheme and state the phoneme, then blend the sounds together. After checking the student's work, have students write the word.

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ASSESS

Assess students (formally or informally). *Determine the level of mastery for the stated objective.*

Observe individual students as they respond during guided and independent practice.
Scaffold or correct all errors. Provide specific feedback for accurate responses.

SUPPORT

Additional support. *Provide scaffolded opportunities for students who need more support.*

For students experiencing difficulty with scaffolded instruction in spelling single syllable words, consider provided extra practice with additive blending.

ENRICH/EXTEND

Enrichment/Extension. *Provide enrichment and extension activities for students who need less support.*

For students who demonstrate ease with spelling single syllable words, consider introducing encoding through dictation of cvc-cvc compound words.