

Date: _____


Spelling Small Words


PLAN

Component: Encoding

Instructional Activity: Spelling Small Words (sound boxes)

Materials Needed: sound boxes, alphabet letters, sound-spelling cards

 **Approximate Time:**
10 minutes

 **Click here for video example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

You're going to learn how to spell words by listening to sounds and using the sound-spelling cards. Knowing how to spell words is important for writing. People will understand what you are writing more easily when you spell words correctly. You will know you have it when you can use a strategy to spell an unknown word by yourself.

Teacher Tip: For this lesson, students will need sound boxes, alphabet letters, and access to sound-spelling cards. Do not pass these out until indicated.

Date: _____

Review prerequisite skills and teach related vocabulary.

Before we begin today, let's warm up by counting sounds in words. I will say a word and you stretch it and count the number of sounds you hear. We will use our fingers to count sounds today. Let's try a quick one together.

The word is *mop*. Let's count the number of sounds in the word *mop*:

/mmm/ (put one finger up)

/ööö/ (put another finger up)

/p/ (put a third finger up). **There are 3 sounds in the word *mop*.**

Now you will do some on your own.

Continue the routine with the following words.

Word List
duck (3)
stick (4)
nest (4)
at (2)

Teacher Tip: For words with five phonemes, it may be easier for students to put their hand on the table and count the phonemes from left to right, beginning with the thumb, and ending with the pinkie. This is also an unobtrusive way for students to count phonemes in words they are spelling.

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I DO IT!

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

Now let's get ready to spell some words. Watch and listen as I spell the word *plant*.

First, I say the word slowly and count the sounds in it: /p...lll...äää...nnn...t/. Five sounds. That means I'll use the row with five boxes.

Model finding the row with five boxes.

Next, I say the word *plant* again and listen for the first sound. /p...lll...äää...nnn...t/. The first sound is /p/.

Then, I look at the /p/ card. /p/ is spelled *p*! I write a *p* in the first box. Model and continue the routine for each sound in *plant*, writing the letters in the corresponding boxes.

Lastly, I'll check it. I point under each letter and say the sound, then blend the sounds together. /p...lll...äää...nnn...t/, *plant*!

Teacher Tip: Use connected phonation! Hold sounds that can be held 1-2 seconds (like /mmm/, /sss/, and /äää/), then connect smoothly to the next sound without stopping. For sounds that can't be held (like /b/, /t/, and /ch/), quickly jump off of the sound, then connect immediately to the next sound.

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Spelling Small Words

Provide guided practice.

Let's try it together! Hand out sound boxes to student and alphabet letters or markers.

The word is *blast*. What word? Students: *blast*

First, say the word slowly and count the sounds in it: /b...lll...äää...sss...t/. Five sounds. That means we will use the row with five boxes.

Students and teacher respond.

Next, say the word *blast* again and listen for the first sound: /b...lll...äää...sss...t/. What's the first sound? Students and teacher respond: /b/.

Look at the /b/ card. How do you spell /b/? Students: *b*. **Write *b* in the first sound box.** Students and teacher write *b* in the first box.

Continue the routine for each sound in *blast*, writing the letters in the corresponding boxes.

Lastly, check it. Point under each letter and say its sound, then blend the sounds together and read the word. Students and teacher respond: /b...lll...äää...sss...t/, *blast!*

Repeat the routine with the following words.

Word List
flap /fff...lll...äää...p/ (4)
nest /nnn...äää...sss...t/ (4)



If students need support with:	Then try this:
Segmenting the sounds in a consonant blend containing a stop sound.	Substitute a word with a blend containing only continuous sounds, such as sm, fl, fl, etc. Model holding each continuous sound for 1-2 seconds. Make sure the students can consistently segment the sounds in words without blends before moving onto words with blends.

WE DO IT!

Date: _____

Spelling Small Words

YOU DO IT!

Provide independent practice.

Now, you all will do it on your own. The word is _____. **What word?** Students: _____

Say and count the sounds in the word _____. Students respond.

Stretch the word _____ again. This time, write the letter that spells the first sound in the first box. Students respond. Repeat for remaining sounds in the word.

Check the spelling by pointing under each letter and saying the sound it makes. Students respond.

Blend the sounds together to read the word. What word did you spell? Students: _____

Repeat the routine above using the following words.

Word List
flat /fff...lll...äää...t/ (4)
stamp /sss...t...äää...mmm...p/ (5)
pest /p...ěěě...sss...t/ (4)

Today you learned how to stretch sounds in order to spell words!

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. If you are unsure if a student truly has the skill, consider holding them at the table while the rest of the group goes to their next work so that you can quickly check in with the student individually.

ENRICH/EXTEND

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

Adjust the level of difficulty by carefully curating the word list using either stop or continuous sounds. Students can also do this routine without the support of the sound boxes. Additionally, after practicing in isolation, students can practice this using this routine in context (such as while writing a story).