

Date: _____

Stretch and Spell Big Words

PLAN

Component: Encoding

Instructional Activity: Stretch and Spell with Big 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 big words—words that have more than one syllable—without using sound boxes. Understanding how to break a big word into syllables, then spell each syllable sound by sound is important. You will know you have it when you can correctly spell some big words.

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/.

Big words have two or more *syllables*. A *syllable* is a chunk of a word that contains one vowel sound. There may be consonant sounds before and/or after the vowel sound in a syllable.

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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 *plastic*. I'm going to use my fingers to tap out the syllables in *plastic*: *plas-* (tap) *-tic* (tap). There are two syllables in *plastic*. I'll stretch and spell the first one and then the last one.

I stretch the sounds in the first syllable slowly and smoothly. I'll write the spelling for the sound as I say the sound: /p/ write *p*; /lll/ write *l*; /äää/ write *a*; /sss/ write *s*.

Now, I stretch the sounds in the second syllable in *plastic*. I'll write the spelling for the sound as I say the sound: /t/ write *t*; /iii/ write *i*; /k/ write *c*.

I used *c* to spell the sound /k/ in *plastic*, because when /k/ comes at the end of a *big* word, it's usually spelled *c*. The spelling *_ck* is usually used in words with only one syllable.

Lastly, I check it by pointing under each syllable and reading it, sound it out if I need to. Model. I blend the syllables together. I spelled *plastic*!

Teacher Tip: Be sure to write the spelling while you are making the sound it spells.

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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 *candle*. What word? Students and teacher: *candle*

First, tap the syllables in the word *candle*. Students and teacher: *can-* (tap) *-dle* (tap)

The first syllable is *can-*. Stretch and spell *can-*: Students and teacher: /k/ write *c*; /ăăă/ write *a*; /nnn/ write *n*.

The next syllable in *candle* is *-dle*. Think! How do we usually spell /lll/ when it follows a consonant in the last syllable of a word? If you have taught the six syllable types, say, **It's a final stable syllable! Now, stretch and spell *-dle*.** Students and teacher: /d/ write *d*; /lll/ write *le*.

Lastly, let's check by pointing under each syllable and reading it. Sound it out if you need to. Students and teacher point to each syllable and read it.

Now, put the syllables together and read the word. Students and teacher respond.

We spelled the word *candle*!



If students need support with:	Then try this:
Segmenting syllables	Try having the student use manipulatives to push and say each syllable OR have students hum the word to determine the number of syllables in the word.

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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: _____.

Tap and count the syllables in the word _____. Students tap and count the syllables.

How many syllables? Students respond.

What's the first syllable? Students respond. **Stretch and spell the first syllable.** Students stretch and spell the syllable.

What's the next syllable? Repeat the word, if needed. **Stretch and spell the next syllable.** Students stretch and spell the next syllable.

Continue the routine with any remaining syllables.

Scaffold as need, particularly when there are sounds that can be spelled using more than one pattern. (See Using Clues to Select the Right Pattern for examples.) If there is a schwa sound in a syllable, remember to say the word "like a robot," pronouncing the vowel sound the way it would be pronounced if the syllable was accented. For example, *belong* would be pronounced /bēē•llong/ instead of /bə•llong/.

Check it. Point under each syllable and read it, sounding out if you need to, then put the syllables together to read the word.

Use the routine with each of the following words:

Word List
finish
locket
fantastic
unless
inhabit



If students need support with:	Then try this:
Segmenting phonemes within each syllable	Try having the student use Elkonin boxes to push and say each phoneme before writing the graphemes.

YOU DO IT!

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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.

ENRICH/EXTEND

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

Challenge students to locate big words in texts and group them by categories – either by syllable types or by content (such as nouns or verbs, animals or humans, etc.).