

Date: _____

Stretch and Spell Small Words

PLAN

Component: Encoding

Instructional Activity: Stretch and Spell with Small 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—without using sound boxes. 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.

Now, I'm going to slowly and smoothly stretch the sounds in the word *slam* again. But this time, I'm going to write the spelling for the sound as I say the sound: /sss/ write *s*; /lll/ write *l*; /äää/ write *a*; /mmm/ write *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: Be sure to write the spelling while you are making the sound it spells.

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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!**

Now, as you say the sounds again, slowly and smoothly, write the spelling for the sound as you say the sound. Students and teacher: /fff/ write *f*; /rrr/ write *r*; /ööö/ write *o*; /sss/ write *s*; /t/ write *t*.

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	Try having the student use Elkonin boxes to push and say each phoneme before writing the 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.*

Stretch the word slowly and smoothly, and write the spelling for each sound. Students respond.

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.

Word List
sock
bug
shelf
grand
stuck
flip

YOU DO IT!



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.

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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.*

For students who show mastery for stretching and spelling single syllable words, consider moving to the instructional protocol for stretching and spelling big words.