

## Lesson 11: Writers Use Strategies When They Try to Spell Difficult Words

### Supplies Needed:

- a street sign (or picture of a street sign showing the name of a street)
- a map
- a compass
- a directions App on a Smart phone to show students
- a copy of the Spelling Strategies Visual for all students to put in their Writing binder/folder OR one that can be displayed in the room for all students to see

### Procedure:

- Gather your students and ask them if they have ever been lost. Have a few students share stories about what happened.
- Next ask students what they think adults would do if they were traveling in an unfamiliar place and they got lost. Share the items listed above individually and discuss how each one might help in a situation where someone was lost.
- Now ask the class what an adult might do if he/she didn't have any of those items to help. Guide them to the realization that someone who is lost would need to stop and take a look at their surroundings and then perhaps ask someone who is close by for help.
- Relate being lost in an unfamiliar place to what students might experience when they are writing and they want to use a difficult or longer word that they don't know how to spell. Remind them that during their independent writing time you will be conferencing with students and will not be available to help with spelling questions. Interruptions, other than emergencies, can't happen during this important conferencing time.
- Show them the Spelling Strategies Visual and review some of the spelling strategies that they may or may not have been exposed to

already. Discuss how these strategies are similar to what a person would do if they felt lost in an unfamiliar place.

- **Stretch It Out** – Encourage students to slowly say the word. Have them write the letters they hear as they say it aloud. Tell them to say the word slowly – like a turtle – and refer to the picture on the strategy poster. Model this with a few words such as the following: spent, truck, bread, flip, shirt & number. As you model the strategy, spell a few words incorrectly, and be sure to point out that even if words are spelled wrong, that is okay. The important piece for now is that they are readable.
- **Chunking** – Tell students that they can break the word into parts or chunks. They can then write each part of the word they hear. Refer to the picture on the poster as you model this strategy with some of these words: president, wonderful, different, example & season.
- **Look Around the Room** – This strategy lends itself to the idea shared in the earlier scenario about being lost. Encourage students to look around the room for help. There is so much print in their own environment that might help. Many teachers like to have many objects in the room labeled for various reasons. This would be helpful for use in writing workshop too, and is something you might want to consider as you prepare your learning environment.
- **Ask a Neighbor** – Stress to students that this needs to be a last resort and should only include the one or two friends next to them. They can quietly whisper to ask if another classmate knows how to spell something and can help. Emphasize that asking more than two students will take too much time and disrupt the workshop atmosphere.
- Finally tell students that if none of the strategies helps, then they need to just do their best and move on. They can circle the word and remember to ask the teacher for help during a conference. It is important not to spend too much time worrying about one word.

- Send students to their writing spots with their copies of the Spelling Strategies Visual and encourage them to try to use it today in their writing.
- At the end of independent writing time have students gather and ask a few to share if they were able to use the poster to help them spell the word. Have them share the word they were having difficulty with and what strategy helped them to get something written and move on.

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_