

## Opinion Writing Minilesson:

### Spelling Strategies

Kelley, Kindergarten

#### **Teacher speaking to whole class:**

“Alright, boys and girls. We have been doing a lot of persuasive writing. We have written letters to people, some of you have written letters to your parents because you wanted to ask them to buy you something, some of you have written letters to the cafeteria because you wanted some different types of food to eat at lunch time. We’ve also made posters. Some of you made posters about some problems that you saw in our classroom, problems that you saw in the hallway and different places in our classroom. Ms. Creswell has seen a problem in our writing and you know what it is? I see people saying ‘Ms. Creswell, Ms. Young, help me. I don’t know how to spell this word, can you help me?’ and so Ms. Creswell thought, ‘Oh, we need to have another lesson about what we do when we get to a hard word.’ So Ms. Creswell was writing a letter to Ms. Perrin, and I started it this weekend, and I drew my picture, and I have a bookshelf, and I have some baskets. I have a clock, and a table, and a chair, and this is in our workroom where we get all of our guided reading books. And you know what I thought? I thought we need to get some different books in our bookroom that our children would be interested in reading. Ok, so today I’m going to have you boys and girls help me to write some hard to spell words that might not be around our classroom. Alright, so one word that I need help with is the ‘bookshelf’. Everybody say that word with me.”

#### **Whole class speaking:**

“Bookshelf.”

#### **Teacher speaking to whole class and individual student:**

“Very good. How would I go about spelling ‘bookshelf’? Xavier, what is something that I can do to help me spell the word ‘bookshelf’? Because I don’t know how to spell it and I need help.”

#### **Student speaking:**

“Sound it out.”

#### **Teacher speaking to whole class:**

“He said to sound it out. Give me a thumbs up if you think we could figure it out by sounding it out. Very good. So if I was sounding out ‘bookshelf’ I would go ‘b-ookshelf’. What do you hear at the beginning?”

#### **Whole class speaking:**

“B”

#### **Teacher speaking to whole class:**

“Everybody say that word with me.”

**Whole class speaking:**

“Bookshelf.”

**Teacher speaking to whole class:**

“I’m going to write a ‘B’ for ‘bookshelf’. Now, is that all I’m going to write?”

**Whole class speaking:**

“No.”

**Teacher speaking to whole class:**

“No, there’s more letters aren’t there? So now what do I do?”

**[Student speaking inaudible]**

**Teacher speaking to whole class:**

“I think we might need to say it again - do you think? Let’s say it again.”

**Student speaking:**

“No, because you can look up there.”

**Teacher speaking to whole class and individual student:**

“Oh, where?”

**Student speaking:**

“Over there where our letters are.”

**Teacher speaking to whole class:**

“Oh, let’s say it again. Let’s stretch it out and try.”

**Whole class speaking:**

“B-oo-kshelf.”

**Teacher speaking to whole class:**

“What other letter do you hear?”

**Whole class speaking:**

"K, R."

**Teacher speaking to whole class:**

"Oh my goodness, listen to all of these letters. You know what? We have to make sure that they go in order. Alright so ready, sound it out with me."

**Whole class speaking:**

"B-oo-kshelf."

**Student speaking:**

"O'. Two 'O's'. Because it's like 'Brooks' except for without the 'R'."

**Teacher speaking to whole class:**

"That's exactly right. You know what Aleah just said? Her last name is 'Brooks' and she knows that in 'Brooks' it makes the 'oo' her 'O-O' and so she knows that 'O-O' says 'oo'. Alright you ready? 'B-oo' because that says 'oo'. Ready, go."

**Whole class speaking:**

"B-oo-k. 'K'."

**Teacher speaking to whole class:**

"Alright, that's not all. That just says 'book'. You ready? Let's do it again."

**Whole class speaking:**

"Book-sh-elf. 'S'. 'H'."

**Teacher speaking to whole class:**

"What does 'S' make? I heard some people say 'SH'. Kaden please sit up. What does 'SH' say? It says 'shh'."

**Whole class speaking:**

"Shhh'."

**Teacher speaking to whole class:**

"That's right. Alright, we're going to use 'SH'. Alright, is that all?"

**Whole class speaking:**

“No.”

**Teacher speaking to whole class:**

“Nope, we got to keep going. It’s lots of work. Help me. ‘Bookshe-lf’, ‘bookshelf’.”

**Whole class speaking:**

“L’. ‘F’.”

**Teacher speaking to whole class:**

“Boys and girls, did you see how I did that? Today, what Ms. Creswell wants to teach you is I want to teach you that when you are writing and you come to a word that is hard to spell there are some different strategies that you can use to figure that word out. And Ms. Creswell made a chart for us to look at. Alright, you ready? These are some different strategies that we can use. I’m going to put it up here. Alright, are you ready? I love the way that Aleah is sitting on her board. I love the way that Kaniyah has her marker and her board – and her eraser, I’m sorry, right beside her. Very nice. Bradley is looking. Alright, you ready? Let’s look at the poster that I created us some strategies. You ready? Here we go. The title of our poster says writers don’t say ‘How Do You Spell?’. Give me a thumbs up if you’ve done that before.”

**[Students hold thumbs up]**

**Teacher speaking to whole class:**

“Yeah, these are some strategies that you can use. Are you ready? Repeat after me: ‘check the word wall’.”

**Whole class speaking:**

“Check the word wall.”

**Teacher speaking to whole class:**

“Everybody point to the word wall.”

**[Students point to word wall]**

**Teacher speaking to whole class:**

“Oh, very nice. Look at my picture. I have some eyes and I have ‘ABC’. So when you look at my chart, you might not can read the words, but you can always look at my picture to help you remember. Alright, you ready for my next one? ‘Use the room’. Everybody say that.”

**Whole class speaking:**

“‘Use the room’.”

**Teacher speaking to whole class and individual student:**

“What are some things that we can use around the room. Look at my picture. Sam, what are some things that we can use around the room to help us write words?”

**[Student speaking inaudible]**

“Oh, we could use our words over here. Very good, our charts. What else, Bradley?”

**[Student speaking inaudible]**

**Teacher speaking to whole class:**

“Look at our letters at the front of the room. So when you use the room you can look around the room and use charts. We also have our word family charts. Point to our word family charts.”

**[Students point to word family charts]**

**Teacher speaking to whole class:**

“Very nice. Alright, ready? Everybody on their bottoms, criss-cross applesauce. The next one in green says ‘stretch’. Do you see how Ms. Creswell wrote that with a little dash in between? Yeah, because we go ‘s-t-r-e-t-c-h’. That’s right we have to listen for the words and then we write what we hear. ‘Listen for little words’. Say that.”

**Whole class speaking:**

“Listen for little words.”

**Teacher speaking to whole class:**

“This is the word ‘in-to’. You hear the word, ‘in’, we know that word, and ‘to’, we know that word. So sometimes in big words there are smaller words. And the last one, ‘don’t forget the vowel’. Say that with me.”

**Whole class speaking:**

“Don’t forget the vowel.”

**Teacher speaking to whole class:**

“Let’s say the vowels.”

**Whole class speaking:**

“A, E, I, O, U.”

**Teacher speaking to whole class:**

“Remember every word, alright, I know you love your song, let’s listen to Ms. Creswell alright? Remember that every word has to have a vowel. That is exactly right. Alright, so now it is your turn. I want you to help me with the word ‘clock’. Everybody say that word.”

**Whole class speaking:**

“Clock’.”

**Teacher speaking to whole class:**

“Now, I want you to first think and I want you to look at my chart. Tell your partner what strategy you might use to spell the word ‘clock’. Tell your partner.”

**Teacher speaking to individual students:**

“What strategy would you use?”

**[Student speaking inaudible]**

“Ok, but look up on my chart. You have to check the word wall. You can use the room. Those strategies. Which one would you use if you were going to do the word ‘clock’? What strategy would you use?”

**Teacher speaking to individual students:**

“It does begin with a ‘C’, but which strategy is that? One thing that you could do is you could use the room and use the ‘ABC’s’ at the top. You know that ‘clock’ begins with what letter?”

**Student speaking:**

“C’.”

**Teacher speaking to individual students:**

“Like a what? What up there begins with ‘C’?”

**Student speaking:**

“Cat.”

**Teacher speaking to individual students:**

“Cat. Very good. So you could use the strategy of using our ‘ABCs’. Alright, Aubrey I want you to tell her a strategy that you could use. Alright you ready? Which strategy would you use? Which one of these could you use to spell the word ‘clock’. What do you think?”

**[Student speaking inaudible]**

“Alright, do you think that you could check the word wall? Is the word ‘clock’ on our word wall?”

**Student speaking:**

“No.”

**Teacher speaking to individual students:**

“No, that’s not on our word wall. What could you use, Ciara? What about this one? What is this one?”

**Student speaking:**

“Stretch”

**Teacher speaking to individual students:**

“Stretch’. That is exactly right, look Ciara, when you stretch a word you have to listen and write what you hear. Can you try that? Very good.”

**Teacher speaking to whole class:**

“Class, class, class.”

**Whole class speaking:**

“Yes, yes, yes.”

**Teacher speaking to whole class:**

“Class-ity, class-ity”

**Whole class speaking:**

“Yes-ity yes-ity

**Teacher speaking to whole class:**

“Please put the top on your marker and set it beside you. Thank you. Jenari, please put the top on your marker and set it beside you. Thank you. Bradley McCastlin, tell me one of these strategies that you used.”

**Student speaking:**

“Stretch.”

**Teacher speaking to whole class:**

“Oh, give me a thumbs up if you stretched out the word clock.”

**[Student hold thumbs up]**

**Teacher speaking to whole class:**

“Very nice. Is there another strategy that someone used besides stretch? Jasmin what did you use?”

**Student speaking:**

"I used the vowels."

**Teacher speaking to whole class:**

"Oh, she remembered. Don't forget the vowels because remember all words have vowels. That is exactly right. When you come across a word that is hard to spell, remember that you can always look at our 'Writers Don't Say' chart. And today when you are writing your persuasive letters or posters, Ms. Creswell wants you to make sure that you don't say, 'Help me, I don't know how to spell this word.' I want you to be big boys and girls and try it yourself and use our different strategies. Alright, give me a thumbs up if you think you can do that."

**[Students hold thumbs up]**

**Teacher speaking to whole class:**

"I think you can too. Alright."