Spelling Shed

Stage 3

Lesson 6: Challenge Words

Objectives

- To apply knowledge of syllables and phoneme-grapheme relationships
- To spell words with irregular spelling patterns

This Week's Words				
actual	answer	earth	island	often
bicycle	circle	enough	fruit	popular

Revise

Starter:

- Share **6.1** and ask the children to sort the words according to the number of syllables.
- Children could use whiteboards to record their answers for ease of assessment.
- Share answers and address misconceptions where necessary.

Introduction

- Introduce this week's words on **6.2**. Using a 'spelling voice', read through the words by pointing to each word and reading it clearly. **Note:** a 'spelling voice' is an exaggerated way of speaking that clearly enunciates every phoneme within a word. You don't need to put on an accent, just ensure that every phoneme is spoken using pure sounds ('mmm' not 'muh', etc.).
- Check for understanding and ensure correct pronunciation. What do all these words have in common? Establish that this week's words have irregular or unusual spelling patterns.

Spelling Pattern:

- Using **6.3** and **6.4**, investigate the spelling patterns for some of this week's words.

Etymology:

- Share **6.5** to discuss the etymology of the word 'bicycle'.

Morphology:

- Using **6.6**, explore which new words can be made by adding prefixes and/or suffixes to the base word 'popular', e.g., 'popularly' and 'popularised', etc.

Main Teaching Input

Word Sort:

- Show **6.7** and ask the children to sort this week's words according to the number of syllables.
- You may wish for the children to work as a whole class or in smaller groups.
- Answers could be recorded on whiteboards for ease of assessment.
- Share answers and address misconceptions where necessary.
- Sound Boxes and Syllables: Using **6.8**, demonstrate how to divide words into phonemes and syllables.
- Read out the individual sounds in the word 'e-n-ou-gh', counting the number of phonemes as you go.
- Write the graphemes that correspond to each phoneme.
- Then add the sound buttons underneath. Use a dot for individual sounds and a line for digraphs or trigraphs.
- Now model how to split the word 'enough' into syllables by clapping/tapping each 'beat' in the word. Add a long syllable break to divide the word into syllables. You may wish to use a different-coloured pen to avoid confusion with the letter 'l'.
- Then read out the individual sounds in the words 'actual', 'answer', and 'fruit' and ask the children to follow the same process to divide the words into phonemes and syllables.
  - actual: a-c-t-u-a-l, ac|tu|al
  - answer: a-n-sw-er, an|swer
  - fruit: f-r-ui-t
- Show **6.9** and ask the children to map the phonemes and syllables for this week's words. Answers on **6.10**.
- Check answers and address misconceptions where needed.

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Independent

Choose the activity that best matches the abilities of the children in your class.

- Simplify - Share **6.11** and invite the children to circle the word that is spelled correctly in each row, write the correct word and then complete the sentence activities. Answers on **6.12**.
- Expect - Share **6.13** and **6.14**. Invite the children to write a sentence about the pictures, remembering to include the word in their sentence. Then read the mixed-up sentences and decide which word should complete them. Answers on **6.15** and **6.16**.

Word Shed:

- Share **6.17** and ask the children to complete the Word Shed grid based on the word 'enough'. Possible answers on **6.18**.

Consolidation

Word Spotter:

- Using **6.19**, ask the children to clap their hands when they see or hear one of this week's words.
- Share answers and address misconceptions where necessary.

Optional Independent Extended Learning

Word Shed:

Print additional copies of the blank Word Shed on **6.20**. Students can investigate other words on this week's list.

Morphology Matrix:

Print additional copies of the Morphology Matrix on **6.21**. Invite the children to choose a word on this week's list and see how many new words they can create by adding prefixes and/or suffixes. Provide support to those that need it by suggesting prefixes and suffixes that could be used with particular words.

Word Match:

Print two copies of the word cards on **6.22**. Place the cards face down. Ask the children to turn over two cards at a time and try to find matching pairs. Once a pair has been found, the child says the word and keeps the pair. The player with the most pairs wins.

Word Sort:

Using the word cards on **6.22** and the sorting mat on **6.23**, invite the children to sort the words according to whether they begin with a vowel or a consonant.

Extended Learning

Spelling Shed @ Home:

You may wish to use this activity sheet as a way to extend learning beyond the classroom. Alternatively, it can be used in the classroom as a focus activity.

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