


Year 5 English: Spelling Spelling through Inquiry		EN3-4A: draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts	Term: One, 2020	Duration: 2 weeks	Class: 5B 5G 5R									
Focus: Building morphological word families			Inquiry Question: How will knowing the meaning of the word and finding the base help us to spell other words?											
Learning Intention: We are learning to... <input type="checkbox"/> To use our knowledge of morphemes to spell words <input type="checkbox"/> To make connections between words with a common base element			Success Criteria: We will be successful when... <input type="checkbox"/> Write a base element and create other words by adding affixes using word sums or matrixes <input type="checkbox"/> Discuss how we can use our knowledge of morphemes to help us spell other words											
Lesson Focus	Learning Experiences		Differentiation	Resources										
→ Making connections between words → Examining words in authentic contexts → Provoking curiosity & wonder → Where are they now? Where do they need to get to? **Pre-assessment**	<div>1. Tuning In (Assessment For Learning) <input type="checkbox"/> Read the text Meet Captain Cook by Rae Murdie (LINK: History) <div><input type="checkbox"/> What words sum up the big ideas in the book? <div><input type="checkbox"/> Morphological word family → discover, recover, discovery, undiscovered, uncover, discoverable, rediscover, discovering, cover-up</div></div> <input type="checkbox"/> Engage in a focused quick write activity: <i>What do the colours used in the illustrations tell you about the changing landscapes and conditions?</i> NB: analyse common errors & consider how an exploration of morphological word families will support them to spell words they currently misspell</div> <div><input type="checkbox"/> Undertake a Spelling Word Splash (Assessment 4, pg 166) to determine student's prior knowledge about the language we use to communicate about morphological word families</div> <div></div>		Support: <input type="checkbox"/> Provide scaffolds for the quick write focusing on key sections of the book - at sea, Tahiti, Australia <input type="checkbox"/> Discuss different parts of language, jointly creating an anchor chart Extension: <input type="checkbox"/> Use questioning techniques to further develop quick write response <input type="checkbox"/> What other connections can they identify or examples in the spelling word splash?	Meet Captain Cook book by Rae Murdie Workbooks Spelling Word Splash (Assessment 4)										
→ noticing and naming spelling features & patterns → collecting and recording words from the environment & prior knowledge → talk, think, wonder, explain	<div>2. Noticing & Searching - 2 sessions <input type="checkbox"/> Re-examine the words discovered in the tuning in phase <input type="checkbox"/> Write the word 'discover' on the board. <div><input type="checkbox"/> Engage in a think-pair-share about the meaning and structure of this word. <input type="checkbox"/> Dive deeper into discussion about the structure of the word - base 'cover' and 'prefix 'dis' → <i>How does the meaning of each of these parts help us to understand the meaning of the whole word?</i></div></div> <div><input type="checkbox"/> Brainstorm a list of words they know that are built from the base 'cover' using mini whiteboards <div><input type="checkbox"/> Engage in a gallery walk to examine the brainstorming of other students <input type="checkbox"/> Discuss the ideas generated during the brainstorming</div></div> <div><input type="checkbox"/> Create a word matrix for the base cover</div> <table><tr><td>dis</td><td rowspan="4">Base: cover</td><td>ing</td></tr><tr><td>re</td><td>ed</td></tr><tr><td>un</td><td>er</td></tr><tr><td></td><td>y able</td></tr></table>		dis	Base: cover	ing	re	ed	un	er		y able	Support: <input type="checkbox"/> Guided word building during brainstorming task Extension: <input type="checkbox"/> Identify the meaning of each new word when brainstorming the morphological word family for 'cover' → <i>Why does the meaning of the word change when building a morphological word family?</i>	Mini whiteboards	
dis	Base: cover	ing												
re		ed												
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	<ul style="list-style-type: none"> <input type="checkbox"/> Examine the history (etymology) of the word 'cover' using an online etymological dictionary <input type="checkbox"/> Introduce the Inquiry Question: <i>How will knowing the meaning of the word and finding the base help us to spell other words?</i> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss the parts of the inquiry question <input type="checkbox"/> Record what students <u>think</u> they know about bases so far - addressing any misconceptions <ul style="list-style-type: none"> <input type="checkbox"/> The base holds the key to the meaning of the word <input type="checkbox"/> Spelling of the base remains consistent across all words in the morphological family <input type="checkbox"/> If the meaning is different, then the spelling is usually different <input type="checkbox"/> Even if words sound the same, if they have different meanings then they usually have different spellings → homophones 'seen' and 'scene' <input type="checkbox"/> Bases are either free (stand alone word) or bound (needing a prefix or suffix to help it stand on its own) 		Online etymological dictionary Digital devices
→ active investigation of words: noticing, naming, thinking, explaining → application of spelling feature or strategy in small group context → word sorts, quick writes, games	3. <u>Three: Guided Practice</u> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss the difference between a bound base and a free base <input type="checkbox"/> Display the words 'depend' and 'suspend'. Use the thinking routine See Think Wonder to unpack these words: <i>What do you see, observe or notice? What do you think they have in common? What do you wonder?</i> <ul style="list-style-type: none"> <input type="checkbox"/> Use an etymological dictionary to determine word origins <input type="checkbox"/> Small groups are given a word from the morphological word family 'pend' and determine how the word relates to the bound base 'pend' meaning to hang, e.g. pendant/ pendulum/ appendages/ suspend/ appendix/ expenditure/ dependent/ pending <ul style="list-style-type: none"> <input type="checkbox"/> Share thinking with other groups and create a joint word web 	<u>Support:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Explicit guidance with small group using prompts as needed <u>Extension:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Research other words that share the same base and etymological root of 'pend' to extend vocabulary 	See Think Wonder Online etymological dictionary Digital devices
→ build practice in authentic reading and writing situations → collaborative conversations to build knowledge base	4. <u>Independent Practice</u> <ul style="list-style-type: none"> <input type="checkbox"/> Independently create their own word matrix or word web using the following words as a start → 'maker', 'doing', 'created', 'kindness' and 'repaint' <ul style="list-style-type: none"> <input type="checkbox"/> Determine the meaning of the word <input type="checkbox"/> Analyse the structure of the word & identify the base element that helps the word make meaning. Is it a free base or a bound base? <input type="checkbox"/> Check the base of the word using an online etymological dictionary <input type="checkbox"/> Write the word using a word sum format → e.g. dis + cover + ed <input type="checkbox"/> Research other words that share the same base and etymological root (the base comes from the same origin) <ul style="list-style-type: none"> <input type="checkbox"/> NB: It is important that students check the base in each word to ensure it belongs to the same morphological word family. <input type="checkbox"/> Create a word matrix or word web to present findings, eg. using Google Slides & display <ul style="list-style-type: none"> <input type="checkbox"/> Share findings with the class, providing an explanation of how each word is connected to the inquiry word through the meaning embedded in the common base. 	<u>Support:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Continued guided support <input type="checkbox"/> Use of digital device <input type="checkbox"/> Explicit structuring of each step <u>Extension:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Use BLM 2 'Generative Bases' and have students explore a base of interest 	Online etymological dictionary Digital devices

<p>→ reflect on how understanding has changed and developed</p> <p>→ opportunities to share understandings</p>	<p>5. Reflecting on Learning (Assessment As Learning)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Display the Inquiry Question: <i>How will knowing the meaning of the word and finding the base help us to spell other words?</i> <ul style="list-style-type: none"> <input type="checkbox"/> Use the thinking routine 3,2,1 reflection to help students reflect on learning: <ul style="list-style-type: none"> <input type="checkbox"/> What 3 things do you know about bases and word families? <input type="checkbox"/> What are 2 wonderings you still have? <input type="checkbox"/> What is the 1 thing that challenged you? <input type="checkbox"/> Share reflection on learnings with peers 	<p>Support:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide scaffolding template <input type="checkbox"/> Reduce reflection to 1, 1, 1 <p>Extension:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflect on and identify ways they overcame their challenge <input type="checkbox"/> Explore ways they might find answers to their wonderings 	<p>3,2,1 reflection</p>
<p>→ ongoing practice of spelling feature or strategy</p> <p>→ examine student's application in reading, writing and across the curriculum</p> <p>**Post Assessment**</p> <p>→ comparison of data</p>	<p>6. Checking for Understanding (Assessment Of Learning)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Revisit the Inquiry Question: <i>How will knowing the meaning of the word and finding the base help us to spell other words?</i> <input type="checkbox"/> Construct a word web of words with a common base. <ul style="list-style-type: none"> <input type="checkbox"/> Explore a bound base, such as 'rupt' or 'struct' <input type="checkbox"/> Build a word web with as many words as they can think of and write in a 10 minute time frame, including the use of prefixes and suffixes <input type="checkbox"/> With a partner, examine each other's word webs and self-check using a range of sources, recording changes in a different colour. <input type="checkbox"/> Share thinking with the class 	<p>Support:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a free base, such as 'help', 'turn' or 'friend' (BLM 2 Generative Bases) <p>Extension:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examine a less familiar bound base from the morphological word families list (pg. 36) 	
<p>Evaluation: Feed forward from data, teacher observation, student feedback and syllabus</p>			