ENDURING UNDERSTANDINGS FOR STUDENTS AND TEACHER'S FROM LYN'S LESSON ON /F/

A rich lesson like this introduces children to many generative concepts about the writing system. I listed <u>some</u> of the orthographic (and teaching!) principles that can be identified in the video of Lyn's lesson. Teachers considering making use of this lesson can look through the orthographic concepts I've identified and design their own lesson to focus on a few of these concepts. To choose the concept you thing is best for your class, ask, "What are the most generative principles available in this lesson to teach to this audience at this time?" What "enduring understandings" does your class need to focus on? Follow up lessons might use handwriting to reinforce these graphemes (see an example <u>here</u>) and selecting words from this study to build matrices and word webs.

Orthographic concepts available to teach from this lesson:

- Single letters, or teams of 2 or 3 letters are written units called graphemes that represent units of speech called 'phonemes'.
 - Example: <f>, <ph> and <ugh> are ways of writing the phoneme /f/.
- ♀ Two letter graphemes are 'digraphs' (e.g., <ph> and).
- Graphemes are written in angle brackets (<>) and named by their spellings.
- Phonemes are written in slash brackets (/ /) and named by pronouncing them, NOT as letter names.
- Grapheme choices are governed by circumstances.
 - Example: <ugh> is never initial, <ph> and <f> can be initial, medial or final.
- The homophone principle: Where possible, words that are pronounced the same, but are unrelated in, will have different spellings to mark those differences in meaning.
 - Example: <rough> / <ruff> (Check <ruff> in a dictionary!)
- If a word has the same letter twice in a row in a word, AND that letter is within a morpheme (base, prefix, or suffix), it is described as a "double letter" If those letters are in different morphemes, they are NOT double letters. (Here is another <u>video</u> for "spelling out" as well)
- There is always a reason for double letters.

And of course, all of the above principles are themselves illustrations of the more fundamental principles that:

- *It is to represent the meaning of words. General Sector* **(Construction Sector (Construction Sector (Constr**
- English spelling is a well-ordered, reliable system that can be studied through scientific inquiry principles.

Teaching principles available to teach from this lesson:

- When deciding what to teach, ask: What is the most generative concept available within this word to teach to this audience at this time? Just because you know it, doesn't mean you have to teach it!
- Instruction based on inquiry should be guided by the principle that "scientists seek the deepest structures that account for the greatest number of cases."
- Model being a learner: teachers should model real inquiry by sharing changes in their thinking base on evidence.
- Always spell words out loud in graphemic and morphemic groups, and have students do the same.
- When teaching spelling conventions, always start with the establishing the meaning of the words being investigated.
- Teach the woods by means of the trees: Use words to teach about the system.
- Structure lessons so that children have opportunities to think on their own, share in small groups and with the large group to maximize processing their thinking, while also ensuring that that inquiry is guided towards accurate conclusions. See Lyn talking about "Think Pair Share at the end of the video.

