Use Words That Are Hard to Spell

1. Focus

Explain Using Words That Are Hard to Spell

Say: When I write a procedural text, the words I choose depend on the topic. When I’m telling how to do or make something, I need to choose the right words for my subject. For example, if I write about how to build a birdhouse, I can’t say, “use the tool to pound in the nail.” I need to tell readers the correct tool to use. Sometimes I won’t know how to spell a word I need to use in a procedure. I can always look up the spelling in the dictionary later. What’s important is to get the correct word down as I write. Today we’re going to learn about using words that are hard to spell so that you can be precise in your word choices and use the exact, right words in your procedural texts.

Model Using Words That Are Hard to Spell

Display the modeling text on chart paper or using the interactive whiteboard resources. Ask students to listen for words that sound like they may be hard to spell as you read the text aloud.

Write down your starting location and the direction you travel. Some cars have a compass on the control panel, or you can use a pocket compass.

Modeling Text

Say: These sentences are the first step in a procedural text about how to draw a map. In the first sentence, the writer uses a few words that sound hard to spell: location, direction, travel. I think it was necessary to use these words because they have to do with maps. In the second sentence, the writer uses the word compass. This is a specific tool that is used to find your direction. The writer had to choose this word. If I was writing this procedure, and I knew I had to tell readers to use a compass, I’d just write the word and not worry about spelling it correctly. Then when I revise my writing, I can check the word’s spelling. I’m going to underline these words and label them “hard-to-spell words.” Underline and label the identified words.
2. Rehearse

Practice Using Words That Are Hard to Spell

Write the practice text on chart paper or using the interactive whiteboard resources. Explain that this is an example of a procedural text that could be improved with more-specific words that might be hard to spell.

First, roll out the pizza bread. Put it on a sheet. Top it. Cook it.

**Practice Text**

Ask students to work with a partner to revise and add to the sentences using words that are hard to spell. Remind students to use specific words that tell readers exactly what to use when making pizza. If necessary, ask students if there is a more-specific word for uncooked “pizza bread.” Ask if the writer could be more specific about what to put on top of a pizza. Each pair should write down their sentences and be prepared to read them to the class. They should be ready to explain the word choices they made to use exact words that could be hard to spell.

**Share Practice Sentences**

Bring students together and invite partners to read aloud their sentences and explain their word choices. Record students’ sentences and post these as models for students to use as they draft or revise their procedural texts.

3. Independent Writing and Conferring

**Say:** We learned that we sometimes need to use words that are hard to spell. For procedural texts, it's important that we use the correct words to give directions. If we misspell these words, we can fix them later when we edit. In your procedural texts, don’t worry about using words that are hard to spell—and don’t worry about spelling them correctly at first.

Ask students to keep this mini-lesson in mind as they draft their texts. During conferences, reinforce students’ use of this and other strategies using the prompts on your conferring flip chart.

4. Share

Bring the class together. Invite two or three students to read aloud a section of their procedural texts in which they chose a word that is challenging to spell but more accurately describes their topic.

**Strategies to Support ELs**

**Beginning**

While other students complete the partner practice activity, work with beginning ELs. Invite them to act out the process of making pizza. Use picture supports if necessary (pictures are available using the interactive whiteboard resources). Act out each step as you say it aloud. Then repeat with the students. You may choose to have students repeat the instructions aloud after you. **Say:** We make pizza. We roll the dough. We put on sauce. We put on cheese. We bake it.

**Intermediate and Advanced**

Pair ELs with fluent English speakers during the partner activity. Encourage students to build “pizza vocabulary” by discussing specific ingredients—for example, tomato sauce, mozzarella cheese, and pepperoni. Use picture supports if necessary. Supply the following sentence frames to help them complete the sentences:

Roll out the pizza ______.
Add the ________.
Then put on the ________.
Top it with ________.

**All Levels**

If you have ELs whose first language is Spanish, share these English/Spanish cognates: difficult/dificil, procedural text/el texto de procedimiento.