

Lesson 2: Words ending with ff, ll, ss, and zz

Objectives

- To spell words using sound-spelling patterns and phonemic awareness
- To spell words ending with the digraphs ff, ll, ss, and zz

This week's words

puff	fluff	*bell	*doll	*grass
kiss	*off	fizz	*well	*tell

* indicates high-frequency words

Revise

- Starter:** Show **2.1**. Revise the use of sound buttons by looking at a selection of last week's words.
- Model how to add sound buttons to the word met by sounding out each phoneme (/m/, /e/, /t/) and click to place a dot underneath each sound. How many sounds can the children hear? [three] Encourage them to hold up a finger for each sound.
- Using a *phonics voice*, read through the rest of the words by segmenting and blending each word. **Note:** A *phonics 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.).
- Ask the children how many sounds they can hear and where the sound buttons go in the remaining words.
- Share answers and encourage them to hold up a finger for each sound where necessary.

Introduction

- This Week's Words:** Show **2.2** and introduce this week's words.
 - Again, using a *phonics voice*, read through the words by segmenting and blending each word.
 - Syllables:** Explain that syllables are the sound chunks heard in words. Each sound chunk contains a vowel sound.
 - Ask children to hum each word, and explain that each hum will stand for a syllable. How many hums (syllables) are in each word? [one]

Main Teaching Input

- Spelling Sort:** On slide **2.3**, ask the children to sort this week's words according to their final sounds: /f/, /l/, /s/, and /z/. Click the slide for the words to move into the correct circle.
 - Spelling Patterns:** Do the children notice any patterns in this week's words? Draw the children's attention to the fact that this week's words all have short vowels and double letters at the end. Establish that when two letters spell one sound, it is called a digraph.
 - Explain that usually when one-syllable words with a short vowel end in the sounds /f/, /l/, /s/, or /z/, they have a double letter digraph at the end. We can call this *Z-Floss Rule* (say in a French accent) to help us remember this pattern.
- Sound It, Squash It, Say It, Scribe It:** Share slide **2.4** and reintroduce *Sound It, Squash It, Say It, Scribe It*. This four-step process should be used to help children in the independent phoneme mapping activity.
 - Model using the process to read and write *puff* as a class.
 - Click to model adding sound buttons, and ask students to write the word and add the sound buttons as well. Establish that **ff** spells one sound, so it needs a line underneath.
- Phoneme Maps:** Show **2.5**. Ask the children work with a partner/individually to write and add sound buttons to the following words: bell, grass, fizz, and off. Share answers and correct where necessary.
- Share **2.6** and ask children to independently map the phonemes for a selection of their words. Answers on **2.7**.

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Independent

- **Simplify** - Using **2.8** and **2.9**, ask children to label the pictures to match this week's words. Then choose one word to write in a sentence. Answers on **2.10** and **2.11**.
- **Expect** - Using **2.12**, invite the children to choose a missing word from today's list to complete the first two sentences. Then write three of their own sentences, using three different words from this week's word list. Answers on **2.13**.

Consolidation / Reinforcement

→ Share 2.14-2.24, read the sentences, and ask children to write the missing word on their whiteboards.

Optional Independent Extended Learning Ideas

Sensory Words

Add sand, salt, rice, or glitter to a shallow tray. Invite children to use a paintbrush to write their words in the tray. Words could be provided for reference if necessary.

Word Splat

Write this week's words on the ground, on a piece of contact paper, or on an outside wall. Children work in pairs. One child says the word, and the other child has to splat the word (either by jumping on it, high-fiving it, or using a fly swat).