



LESSON 1: EXPLORE & CHALLENGE

LESSON 1

CURRICULUM LINKS

English: En3 - Writing: Spelling

Pupils should be taught:

Spelling strategies

- to apply knowledge of spelling conventions
- to use knowledge of common letter strings, visual patterns and analogies
- to revise and build on their knowledge of words and spelling patterns

Morphology

- the meaning, use and spelling of common prefixes and suffixes
- the spelling of words with inflectional endings
- the relevance of word families, roots and origins of words
- the use of appropriate terminology, including vowel, consonant, homophone and syllable.

RELATED RESOURCES

PowerPoint 1 Activity Sheet 1

LEARNING OBJECTIVES

To recap spelling conventions.

To investigate spelling rules, finding words that satisfy a statement.

INTRODUCTION

Explain to pupils that they are to become Pokémon trainers, and will spend the next three lessons developing their own skills, in order to pass them on to their Pokémon.

First, using Activity Sheet 1, allow pupils to select their favourite Pokémon character card (Fennekin, Chespin, Froakie or Pikachu). Explain that this card will remain with them for each lesson, and that they will complete quests in order to earn the highest possible scores for their card. Make sure that the pupils understand that the higher the scores, the more chance they will have of winning the Pokémon game at the end of the lessons.





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QUEST 1 EXPLORE & CHALLENGE

Tell pupils that in Quest 1, they will explore a series of spelling rules and patterns. For each, they will be challenged to come up with as many examples as possible, with each answer winning a point.

Using PowerPoint 1, show the first rule. Explain the rule and show an example. Give pupils 2 minutes to come up with as many examples as they can of words that satisfy the rule. When the time is up, use PowerPoint 1 to show some common answers. Pupils may also wish to offer additional answers. Ask pupils to swap answers and count up the number of correct words.

Repeat this for each spelling rule in PowerPoint 1.

NB. If appropriate, Quest 1 could be delivered as several shorter sessions, in order to allow more time to explore each spelling rule.

DIFFERENTIATION

- ↓ For younger pupils, omit Round 4, which is the most challenging, from the quest. Alternatively, allow pupils access to classroom dictionaries during the quest.
- ↑ Reduce the allotted time to 60 seconds for each round. For an extra challenge, only award points for words that no other pupil has thought of.

PLENARY

At the end, ask pupils to add up the total from each round to come up with their final Quest 1 score. This score should then be recorded on their Pokémon card against Quest 1.

