

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - LA, Writing	Cognitive Skill Level - Application	Correlation to Framework - 01.01	Lesson Number - 02
<p>Activity Title –Spelling</p> <p>Goal/Objective</p> <p>To familiarize students with some of the basic rules of spelling and commonly misspelled words.</p> <p>Lesson Outline</p> <p>Introduction</p> <p>We live in a world where people are quick to judge others by the quality of their writing as well as their speech. Often one of the challenges facing GED students in preparing for the essay portion of the test, is their inadequate spelling skills. This further impacts them when they apply for jobs and have applications covered with misspelled words.</p> <p>Remind students that they will want to spell words correctly when they write their essay for the GED Tests even though as a general rule spelling does not count unless it interferes with the readers' ability to understand what the student has written.</p> <p>Activity</p> <p>Have students develop their own list of the words that most often give them problems. To get the m started, share a few of your own problem words. Write the list on the board so students can then either copy or someone can put it into a word processor and generate a list for each student. Add any other words that you have noticed prove difficult for students.</p> <p>Debriefing/Evaluation Activity</p> <p>As a group, review each student's words to see whether they follow any of the rules in the handout, or whether they are words that must be memorized. As an extension you can have students make a master list of everyone's problem words.</p>			<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Handout—Basic Rules of Spelling • Pencils, paper • Word Processor (if available) to make master list of words • Chart paper or whiteboard
			<p>Extension Activity</p> <p>Have students review newspapers in search of spelling errors. They will be amazed at what they can find! Some of them are quite funny. They may even run across some that would be good for Jay Leno's newspaper blooper routine. If they find a good blooper, have the class write a letter and send the blooper to Jay Leno.</p>
			<p>ESE/ESOL Accommodations</p> <p>Pair students who need help with another student who will help them.</p> <p>Provide a dictionary.</p> <p>Provide a peer helper for those students who need help.</p>
<p>Real-Life Connection</p> <p>Ask students to add to (and subtract from) the list created in class to develop their own personalized list of the words they misspell most often. They can then alphabetize and use the list as a "cheat sheet" any place they do writing. Explain that after a while, they will find that they can discard their "cheat sheet" because they will have conquered those words once and for all.</p>			

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Activity Title—Spelling

Introduction

Say: Spelling can be intimidating. There is no doubt that some of the rules change for no apparent reason. Some words are spelled in a way that doesn't come close to how they are pronounced. Some words follow no rules at all and must be memorized. However, knowing a few of the basic rules of spelling and reviewing a few of the most commonly misspelled words can do a lot to improve your spelling.

Main Activity

Ask: Who can spell Worcestershire Sauce? There are a lot of common words and proper nouns that are difficult to spell. I want everyone to think of at least two words that you have trouble spelling. We are going to make a master list of words with which we all have trouble. We'll then review the words together and come up with a personalized cheat sheet that you can take home and review. Remember, we can also include words that people sometimes confuse, like dessert and desert or principal and principle.

Ask the class to come up with a list of words that they often misspell or words that they think might stump other class members. Write the list on the board so students can then either copy or someone can put it into a word processor and generate a list for each student. Add any other words that you have noticed prove difficult for students.

Distribute the handout containing basic rules of spelling and commonly misspelled words, and review them with the class. *Say:* Now that we have our master list of words, let's see if some of these words fit the basic rules of spelling that is included on our handout. Remember, if they match the rules, then you just need to remember the rules, if not—then those are the words you just have to memorize.

Identify each of the words that match the rules and review the rules with the students.

Debriefing/Evaluation Activity

Say: Remember that your letters and your e-mails are part of what people use to assess and judge you. When you write something down on paper and send it out, you leave written records that in some cases last a long time. If your writing contains lots of spelling errors, the reader may not understand what you are trying to say. This could be a serious problem when you write your essay for the GED Test. Also, many employers will tell you that making careless mistakes could keep you from getting the job that you want – simply because you didn't take the time to make sure everything was just right.

BASIC RULES OF SPELLING

1. Adding Prefixes and Suffixes

In general, adding a prefix such as “mis” or “dis”, or adding suffixes such as “ous” or “ful”, will not change the spelling of a word:

mis + place = misplace glee + ful = gleeful
dis + associate = disassociate disaster + ous = disastrous

2. Adding “ed” to create the past tense

In general, Rule #1 above holds true with the addition of “ed”:

govern + ed = governed tax + ed = taxed comfort + ed = comforted

But, if the word ends in “e”, drop the e before adding “ed”:

mate = mated Fascinate = fascinated generate = generated

For many words, you cannot form the past tense by adding “ed”; the past tense of these words and their different spelling must be memorized:

lay = laid delay = delayed (not delaid)

3. Adding “ing”

To add “ing” to a verb that ends in “e”, drop the final “e” :

Fascinate + ing = fascinating grate + ing = grating believe + ing = believing

4. To add a suffix after a consonant + “y” combination

To add a suffix after a consonant + “y” combination, first change the “y” to “i”:

Hurry + ed = hurried happy + er = happier

But note, this does not hold true when the suffix begins in “i”:

Apply = ing = applying baby + ish = babyish

5. Doubling Consonants

If a short one syllable word ends in one consonant and one vowel, double the consonant if the suffix begins with a vowel (*ed, ing, er, est, ish*):

rob – robber trap = trapping stop = stoppable

This rule also holds true for longer words provided the last syllable is stressed:

permit = permitted rebel = rebelling

6. Adding “ful”

Remember that “ful” at the end of a word is spelled with one “l”:

Wonder + ful = wonderful (not wonderfull)

7. The “ie” Rule

Remember the rhyme: “i before e except after c”:

believe achieve receive conceive

But note, the rule doesn’t work if the word sounds like “ay” instead of “ee”:

Neighbor weigh

8. The use of “cede”, “ceed” and “sede”

With the exception of just four words which must be memorized:

succeed proceed exceed supersede

All other words with the “seed” sound are spelled “cede”:

accede secede concede precede

9. Possessives

To form the possessive of singular nouns, add an apostrophe and the letter s, even if the word ends in s or is the plural form:

doctor = doctor’s dress = dress’s actress = actress’s
children = children’s mice = mice’s

10. Contractions

A contraction (a word formed by combining two words into one) is formed by omitting one or more letters and replacing those missing letters with an apostrophe:

are not = aren’t you have = you’ve she will = she’ll where is = where’s
cannot = can’t

But beware of sound-alikes:

Who is = who’s (not whose) you are = you’re (not your)