Weekly Lesson Plan Example 2: PhOrM Lesson Sequence Overview
Suggested grades: Year 5 and/or Year 6

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Minor revision in 2024

	Focus 1 Phonological component (Ph)		Focus 2 Orthographic component (Or)	Focus 3 Morphological component (M)	
	1 to 2 lessons (20-30 minutes each)		1 to 2 lessons (20-30 minutes each)	1 to 2 lessons (20-30 minutes each)	
	Learning intention: I will be able to segment and blend words comprising up to 12* phonemes. *differentiate		Learning intention: I will be able to spell taught words using graphemes* for the diphthong /ay/: a_e, ay, ai, eigh, ee and _et *differentiate	Learning intention: I will be able to apply taught generalisation(s)* when spelling words with the suffix, -ion * differentiate	

For explicit teaching (5-10 minutes) – model and explain:

Target words with diphthong /ay/	Syllable count	Phoneme count	Target words have graphemes for diphthong, /ay/	Morphemes	Generalisation(s)
locate	Model: 2	Model: 5 phonemes /ay/ diphthong = 4th phoneme	Highlight the split digraph: a_e in the word, locate. Compare a_e with some other graphemes for the diphthong /ay/. Discuss frequency and placement of the graphemes. Etymology: _et (French derived) Create anchor chart with graphemes and sample words.	Explain: Base / derived verb = locate + Derivational suffix = -ion	Explain: If the base verb ends with **te**, it is common to drop the final **e** and then add the suffix **-ion**.
location	Model: 3	Model: 7 phonemes Tricky part: schwa = 6th phoneme			

For student application (guided practice): (10-15 minutes)

Target words	Syllable count	Phoneme count	Possible tasks:	Possible tasks:	
motivate	3	7	- Create a 15x10 grid *Word Search* using target words. - Swap *Word Search* with a peer and ask them to complete it. - Sort words by diphthong /ay/ graphemes. - Write declarative, imperative, exclamatory and/or interrogative sentences using some of the target words. - Write target words in alphabetic order. - Sort target words into verbs and nouns.	- Identify the morphemes: base verb + ion = _____ - Change the verbs to abstract nouns by saying and applying the generalisation when adding the suffix, -ion. - Compare/sort with previously taught generalisations for -ion. - Write sentences using each derived verb (e.g., locate). - Then nominalise those sentences by using the abstract nouns with the suffix -ion (e.g., location).	
motivation	4	9			
contaminate	4	10			
contamination	5	12			
create	2	5			
creation	3	7			
celebrate	3	8			
celebration	4	10			
germinate	3	7			
germination	4	9			
Guided practice: **Differentiated** (example only)	**Group 1:** Students segment and blend up to three-syllable words. **Group 2:** Students segment and blend up to five-syllable words. ▪ Students identify where the diphthong /ay/ occurs in each word. ▪ Students identify potentially tricky phonemes (e.g. the schwa in unaccented / unstressed syllables).		**Group 1:** Students learn to spell words with **a-e** and **ay**. **Group 2:** Students learn to spell words with less common graphemes for the diphthong /ay/ phoneme (e.g., French derived grapheme, -et in bal<u>let</u>, gourm<u>et</u>).[1]	**Group 1:** Students learn and apply one generalisation for using the suffix, -ion. **Group 2:** Students learn and apply two generalisations for using the suffix, -ion. [Add generalisation: If the base verb ends with **ce** drop the **e**, replace it with **t** and then add the suffix **-ion**. Additional sample words: *introduce/introduction; produce/production; reduce/reduction*]	

Please reference as follows:
Daffern, T (2020). Weekly lesson plan example 2: PhOrM lesson sequence overview.
https://www.tessadaffern.com/publications/resources/