

Lesson 1: Spelling 'safe' words

Please refer to teacher notes for a list of the English Curriculum links

TrackSAFE outcomes of this lesson

Students should be able to:

- Identify the physical elements of the train network (pedestrian level crossing, train tracks, platform etc.).

1.0 Whole class learning session (20mins)

Spelling and vocabulary

Preparation/resources: Whiteboard or electronic whiteboard; writing and art materials or computer with internet to access online tools (optional)

Develop a learning intention and success criteria for building TrackSAFE vocabulary.

Create a mind map for brainstorming vocabulary associated with the train network. You can use paper and coloured pens, a tablet, computer or an interactive whiteboard. Suitable online Mind Mapping tools include:

- Kidspiration: <http://www.inspiration.com/Kidspiration>
- Inspiration: <http://www.inspiration.com/>
- Mindnode: <http://mindnode.com/> (Mac)
- Bubbl.us: <https://bubbl.us/>
- Mindomo: <http://www.mindomo.com/>
- Mind42: <http://mind42.com/>
- My Webspiration: <http://www.mywebspiration.com/>

Start with *Train Network* as the central theme and guide the students to expand this to different areas. Include:

- pedestrian level crossings
- train tracks (fenced and unfenced)
- platforms
- level crossings

Model strategies for spelling the words as you write (or ask for student ideas). Comment on prefixes, suffixes and other features. Encourage suggestions involving safety, danger, risk, protective behaviour etc.

Model opportunities for drafting, proof reading, conferencing, and publishing when mind mapping. Display the mind map for use in the lesson. Leave displays of the spelling/vocabulary collections created in this lesson in the classroom for the duration of the unit of work for student reference.

Extension

1. Online Thesaurus

Use an online thesaurus to generate mind maps with relevant vocabulary for safe practices around trains and tracks. Add interesting new vocabulary to the TrackSAFE vocabulary collection.

Suitable thesaurus include:

- The Visual Thesaurus: <http://www.visualthesaurus.com/>
- VisuWords: <http://www.visuwords.com/>
- Graph Words: <http://graphwords.com/>
- Snappy Words: <http://www.snappywords.com/>
- Lexipedia: <http://www.lexipedia.com/>

2. Word Cloud

Generate a word cloud with written text about safe practices around trains and tracks using an online generator like Wordle <http://www.wordle.net/>. Use the cloud to identify any vocabulary that is frequently associated with trains and tracks.

Suitable word cloud generators include:

- Wordle: <http://www.wordle.net/>
- Tagul: <http://www.Tagul.com>
- Make Word Mosaic: http://www.imagechef.com/ic/word_mosaic/
- Word Sift: <http://www.wordsift.com/>

3. Google Define

Use the “Google Define” feature to clarify the meaning of any vocabulary words you are uncertain about. To do this, use the Google search engine: www.google.com.au and type the word “define” then a space, then the word(s) you want defined, e.g. ‘define level crossing’.

Press enter. Add any relevant words to your TrackSAFE vocabulary display.

Activities

You can allocate the following activities to groups according to student learning needs.

You can also allow students to choose one or more activities themselves. All activities provide guidance to students so they can be completed independently. These can be read to the groups if not appropriate to their reading level.

Activities are designed so that students can complete their chosen activity within a one hour lesson. Each group can be working on different activities at the same time, or choose to do the same activity.

Activity 1.1 TrackSAFE vocabulary chart (40mins)

Preparation/resources: Newspaper; writing materials; scissors; computer/electronic whiteboard with internet access; Resource 1

Develop a learning intention and success criteria for making a TrackSAFE vocabulary chart.

Ask students to:

- **Find** TrackSAFE vocabulary words that are easy to spell using your knowledge of sound/symbols relationships.
- **Type** these words on separate lines to generate a hexagon chart, using the hexagon generator provided at <http://pamhook.com/solo-apps/hexagon-generator/>. Alternatively you can use the provided blank hexagon sheet (Resource 1) and **write** the words onto the hexagons.
- **Print and cut out** the individual hexagons and spread them out on a large sheet of newspaper.
- **Make connections** between the hexagons – joining hexagons where you can make connections between individual words. Challenge yourself to make as many connections as you can.
- **Explain** why you have made the connections using words like ‘because’ and ‘so that’.
- **Stick** your hexagons on the page using a glue stick.
- **Display** your TrackSAFE hexagon vocabulary chart in the classroom.
- **Reflect** on how well you have met the success criteria for making a TrackSAFE vocabulary chart.

Provide opportunities for drafting, proof reading, conferencing, and publishing when making a vocabulary chart.

Extension: Print off another set of TrackSAFE hexagons. Find another way of classifying the words (e.g. making connections between words with 2 syllables, or short vowels) and make another hexagon vocabulary chart.

A note about using hexagon charts:

This method provides teachers with clear visibility as to the level of understanding students have of the connections between concepts. The more connections they make, the deeper their understanding of the concept.

- If the student can identify one hexagon, they have a basic level of understanding.
(*SOLO Taxonomy: Unistructural learning outcome*).
- If the student can identify several hexagons, they have a surface level understanding.
(*SOLO Taxonomy: Multistructural learning outcome*).
- If the student can connect the hexagons and explain the connections with annotations, they have a deeper understanding.
(*SOLO Taxonomy: relational learning outcome*).
- If the student can create clusters (tessellations) and make generalisations about an intersection point (vertex), they have the deepest level of understanding.
(*SOLO Taxonomy: extended abstract learning outcome*).

(Source: <http://pamhook.com/solo-apps/hexagon-generator/>)

Activity 1.2 Making words from base words (40mins)

Preparation/resources: Writing materials; computer/tablet with internet access

Develop a learning intention and success criteria for making words from base words.

Ask students to:

- **Find** all the words that come from base words (e.g., safety – safe etc.).
- **Write** the base words in a table like the one below.
- **Make** new words from each base word using prefixes and suffixes (e.g., safe: **safety**, **unsafe**, **safely** etc).
- **Give** the new meaning for each new TrackSAFE vocabulary word.
- **Use** the “Google Define” feature to clarify the meaning of any vocabulary words you are uncertain about.
- **Add** your new words to the TrackSAFE vocabulary list.

Prefix	Base Word	Suffix	New Word	Meaning
	safe			

Possible prefixes and suffixes:

Prefix	Prefix Meaning	Suffix	Suffix Meaning
dis	not, opposite of	able, ible	able
in	not, opposite of	d, ed	past tense
inter	between, among	er, or	one who
mis	wrongly	ful	full of
over	too much	ing	happening now
re	again, back	ion, ation	state or quality of
trans	across	ive, ative	inclined to
under	below, less than	less	without
un	not, opposite of	ment	action or process state
		s, es	more than one, plural

Provide opportunities for drafting, proof reading, conferencing, and publishing when making these new words.

For example, ask students to pair with another student doing this activity and compare lists. Find words in common, and words you found and your partner missed and vice versa.

Activity 1.3 TrackSAFE vocabulary – common features (40mins)

Preparation/resources: Newspaper; writing materials; scissors; computer/electronic whiteboard with internet access

Develop a learning intention and success criteria for classifying words on the basis of their common features.

Ask students to:

- **Look through** the TrackSAFE vocabulary list for words that have **common features** e.g., those ending in –ed or –ing, those with silent letters.
- **Type** these words on separate lines to generate a hexagon chart, using the hexagon generator provided at <http://pamhook.com/solo-apps/hexagon-generator/>. Alternatively you can use a blank hexagon sheet and **write** the words onto the hexagons.
- **Cut out** the individual hexagons and spread them out on a large sheet of newspaper.
- **Make connections** between the hexagons – joining hexagons where you find common features between individual words. Challenge yourself to make as many connections as you can.
- **Explain** why you have made the connections using words like ‘because’ and ‘so that’.
- **Fix** your families/clusters of hexagons on the page using a glue stick.
- **Display** your TrackSAFE hexagon common features vocabulary chart in the classroom.
- **Pair** with another student and compare clusters of hexagons. What do you have in common? What is different?
- Reflect on how well you have met the success criteria for finding TrackSAFE vocabulary words with common features.

Provide opportunities for drafting, proof reading, conferencing, and publishing when making a vocabulary chart.

Activity 1.4 The sorting game (40mins)

Preparation/resources: Blank paper; writing materials; computer/tablet with internet access for extension activity (optional)

Develop a learning intention and success criteria for classifying words as nouns, verbs, adjectives and adverbs.

Ask students to:

- **Copy** TrackSAFE vocabulary words onto cards using cut up paper
- **Write** header cards for classifying words (nouns, verbs, adjectives and adverbs)
- **Place** the TrackSAFE vocabulary word cards face down in a stack.
- **Place** header cards face up in a row.
- **Play** the sorting game:
 - **Select** the top card in the stack
 - **Read** the word aloud
 - **Use** the word in a sentence about train and tracks
 - **Place** the card under the header that describes it
 - **Continue** with the next card in the stack. If you are unable to classify the word, place the card at the bottom of the stack, and the next student takes over.
 - **Keep playing** until all the TrackSAFE vocabulary cards are sorted. The last person to classify a vocabulary card wins the game.
- **Make** lists of these TrackSAFE vocabulary families - nouns, verbs, adjectives and adverbs - for display in the classroom.
- **Reflect** on how well you have met the success criteria for finding nouns, adjectives, verbs and adverbs in the TrackSAFE vocabulary words list.

Extension: If students find one category has only few words in it they can create some from ones already on the list e.g. from 'safe' you can make an adverb 'safely' and a noun 'safety'. Use a thesaurus and or Google "define" to extend the lists.

Play Grammaropolis: <http://www.grammaropolis.com/>

Suitable thesaurus include:

- The Visual Thesaurus: <http://www.visualthesaurus.com/>
- VisuWords: <http://www.visuwords.com/>
- Graph Words: <http://graphwords.com/>
- Snappy Words: <http://www.snappywords.com/>
- Lexipedia: <http://www.lexipedia.com/>