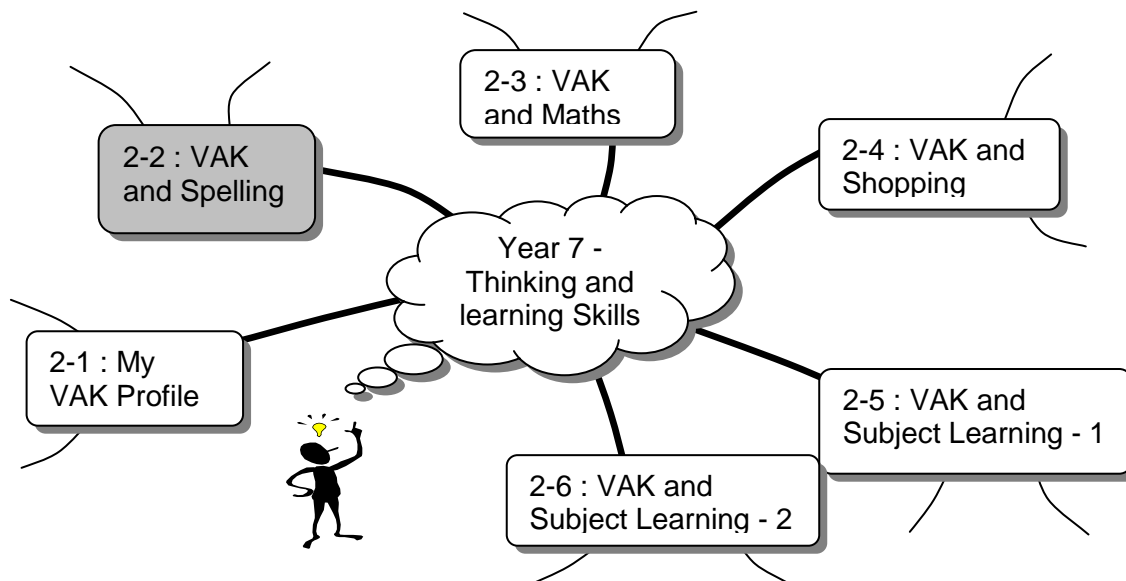


Resources... <ul style="list-style-type: none"> • OHP and OHTs 1 & 2 • Student Worksheet • Word sheet - words 4-13 	Key Words... Visual, Auditory, Kinaesthetic, Brain Booster, mayonnaise.....	Thinking Skills LS 4
Learning outcomes : I will be able to.... (IWILBAT)	<ul style="list-style-type: none"> • describe V,A and K learning styles • use VAK to be a brilliant at spelling 	
Homework....	Task 2.2...explain how to use VAK skills to spell other words.	
Entry - while students are coming in and settling 1.Starter (5 mins) 2.Main part... a. (20 min) ... Brain Break... b. (20 min) 3. Plenary (5 min)	<ul style="list-style-type: none"> • copy.... lesson title.....aims.....key words.....Homework • Homework...from last lesson... ready to hand in • 3 things from last lesson...noted in Ex. book <ul style="list-style-type: none"> • Brain Booster.....What did we learn last lesson? • OHT 1 - check refresh Learning VAK and Brilliant Spelling The first 3 words...and "Mayonnaise" Brain Break - to suit you The remaining words <ul style="list-style-type: none"> • Add to the "Big Picture" in students' Ex. books...on A3 <ul style="list-style-type: none"> • 1 thing from the lesson • What Learning can be improved and how will you do it? • who has done well in the lesson? --> merits 	
Homework	Reminder...Task 2.2....ask for ideas on this to get 'em started.	
And next lesson...	VAK and Brilliant Maths	

January 2005....a note about a small change to this lesson...I had cut the Word Sheet in to strips with 1 word per strip to help students focus on each one. I now think that's an unnecessary extra task. So the 10 words are all on one sheet....a bit less for you to do!
MN Jan '05.

Guidance on this Lesson



Starter

Brain Booster - As usual, do one of these exercises at the start of the lesson

Lazy 8s	Double Doodle	Arm Activation	Hook Ups	Balance Buttons
"To read and write, and do well in a test, Lazy 8s is the very best."	"Links hand and eye, helps writing too, Double Doodle is the one for you."	"At any time, to relax and feel great, All you do is Arm Activate."	"It's easily done, there's no hocus pocus, Hook Ups help me to listen and focus."	"To think and remember, and do well in PE, Balance Buttons is the one for me."

You can show OHT 1 to remind and refresh students on the basics of VAK Learning styles.

2. Main Part - VAK and spell - this important activity introduces students to using simple VAK techniques to learn, using spellings as the learning vehicle. The words will be familiar, but have been chosen because most students will have problems spelling them.

(a) Issue the **Worksheet**...tell students to ignore the diagram at the top....you'll come to this later.

Show **OHT 2** - only the top part !! - for the first 3 words...for 30 seconds....students put spellings in their table.....explain the **scoring system**. I've adapted this exercise from someone else's work, and I've used their scoring system, which is fairly simple and practicable.....it will help to give a couple of examples of marking.

Ask what **strategies** students used to remember these 3 words.

Now go through the strategies for the word "**Mayonnaise**".....**OHT 3**. Students have this on their worksheet...to go through with you, and as a permanent record. Go through the questions at the bottom of OHT 3.

(b) Issue **Word sheets** with the other 10 words...here they are

4. disappointing	9. parachute
5. extinguisher	10. deodorant
6. definitely	11. psychiatrist
7. margarine	12. knowledgeable
8. accommodation	13. archaeology

Put students in pairs...work through the words, sharing ideas and strategies for remembering the spellings. Give them maybe 20 minutes for this. Emphasise they must use **all the VAK strategies**. At the end give them a **test** - read out the words in order....students write them in their table....put up the correct spellings....students work out their scores.....use the lower part of **OHT 2** for this.

You might want to break up this long task, and do it in two stages.




Follow up by asking what strategies students used...and if their scores increased by using VAK strategies....hopefully they did!

3. Plenary - "What have we learned from this lesson?"

4. Homework Remind of Task 2.2....explain how to use VAK to remember spellings of other hard words. Help students get started by asking for ideas and suggestions.

Visual, Auditory, and Kinaesthetic...VAK Learning styles

OHT 1
VAK Learning

<u>V</u> isual	<u>A</u> uditory	<u>K</u> inaesthetic
		
<ul style="list-style-type: none"> • diagrams • pictures • <u>written</u> word 	<ul style="list-style-type: none"> • <u>spoken</u> word • discussion • sounds 	<ul style="list-style-type: none"> • movement • "hands on" • activities

What are these - V, A or K?

1. Reading a story aloud
2. Reading quietly through a worksheet
3. Demonstrating how to peel a banana
4. Discussing how to do a maths problem
5. Making sound effects for a play
6. Drawing a Mind Map to describe the characters in a story
7. Helping someone practise lighting a Bunsen burner

The first 3 words

Look at these words for **30 seconds**...and then try to spell them correctly.

1. spaghetti
2. mischievous
3. pharmacist

Scoring...

each correct letter = + 1... each **missing** letter = - 1... **wrong** letters ignored

Example...."S p a g e t i e" scores 7 (correct letters) - 2 (no "h" or "t") = 5. (ignore the "e")

The other 10 words

Students use this to mark their spellings.

4. disappointing	9. parachute
5. extinguisher	10. deodorant
6. definitely	11. psychiatrist
7. margarine	12. knowledgeable
8. accommodation	13. archaeology

Scoring...

each correct letter = + 1... each **missing** letter = - 1... **wrong** letters ignored

VAK and Spell - "Mayonnaise"

OHT 3...VAK & spell

For starters....

1. **Look up and visualise** the word hanging in mid-air... do this with eyes open and closed.

6. **Say the word** as you trace it

mayonnaise

2. ...Or, visualise the word written on something familiar - like your **front door**.

3. Picture the word in your **favourite colour**...with sparkly letters.

5. **Trace the letters in the air** as you spell the word.....do it forwards and backwards.

4. **Spell the word** forwards... and then backwards.

Going further...

7. **Break up** the word into smaller groups of letters....
may onn aise

8. **Write the groups** on separate pieces of paper

aise

onn

may

9. Look at the **shape** of the word....

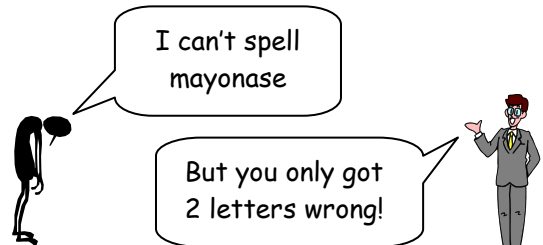


mayonnaise

10. Play **games** with the letters...
Say "no no" to mayo!

11. Make a **rhyme**.... I'm gonna....raise the mayonnaise!

- Can you say whether these are V, A or K?
- Which methods worked best for you?....V, A or K?
- You only need a couple of these to be successful !



Words for Students to work on

Word sheet

4.	disappointing
5.	extinguisher
6.	definitely
7.	margarine
8.	accommodation
9.	parachute
10.	deodorant
11.	psychiatrist
12.	knowledgeable
13.	archaeology

Name _____ Form _____

For starters...

1. **Look up and visualise** the word hanging in mid-air... do this with eyes open and closed.

6. **Say the word** as you trace it

mayonnaise

2. ...Or, visualise the word written on something familiar - like your **front door**.

3. Picture the word in your **favourite colour**...with sparkly letters.

4. **Spell the word** forwards... and then backwards.

5. **Trace the letters in the air** as you spell the word.....do it forwards and backwards.

Going further...

7. **Break up** the word into smaller groups of letters....
may onn aise

8. **Write the groups** on separate pieces of paper

aise

onn

may

9. Look at the **shape** of the word....



10. Play **games** with the letters...
Say "no no" to mayo!

mayonnaise

11. Make a **rhyme**.... I'm gonna....raise the mayonnaise!

VAK and My spellings

	My attempt	the correct word	My Score	Max. score
1				9
2				11
3				10
4				13
5				12
6				10
7				9
8				13
9				9
10				9
11				12
12				13
13				11

Scoring...each correct letter = + 1each missing letter = - 1 ignore **wrong** letters