

Lesson 15

Spelling Test Tricky Spelling

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Spell and write one-syllable words using the letter-sound correspondences taught in Grade 2, using the Individual Code Chart as needed (L.2.2d)
- ✓ Read and write words in which 'c' > /k/ as in *cat* or /s/ as in *city*; 'g' > /g/ as in *got* or /j/ as in *gem*
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with increased accuracy, appropriate rate, and expression on successive readings (RF.2.4b)
- ✓ Read the following Tricky Words: *he, she, we, be, me, the, was, of, a, do, down, how, to, two, what, where, why, from, once, one, could, would, should, there, said, says, why, word* (RF.2.3f)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)

At a Glance	Exercise	Materials	Minutes
Spelling	Spelling Assessment and Procedures	Worksheet 15.1	15
Tricky Spelling	Tricky Spelling 'c'	Consonant Code Flip Book; Spelling Card for 'c' > /s/ (<i>cent</i>); tape; Individual Code Chart; red fine-tip marker	15
Practice	Tricky Spelling 'c'	Worksheet 15.2	10
Reading Time	Small Group: "The Snack Mix"	<i>The Cat Bandit</i> ; Anecdotal Reading Record	20

10 Spelling Assessment and Procedures

Note to Teacher



Worksheet 15.1

This is the first spelling assessment students will take in Grade 2. As with the other procedures you have taught them, you will want to take your time and carefully explain what the expectations are for this activity each week. Students will write the words and the dictation phrase on Worksheet 15.1.

- Remind students this is the one time during the week they will not be allowed to consult their Individual Code Chart.
- Before beginning, make sure students have Worksheet 15.1 in front of them.
- Tell students they are to write the word you say.
- Read the first word, use it in a sentence, and then read the word only once more, allowing time for students to write.
- Repeat the procedure with each of the remaining words.
- After reading the last word, go back through the list, repeating each word one more time to let students catch any words they missed. Say only the words; do not repeat the sentences. This is to build students' listening endurance and attention to detail.
- Direct students' attention to the lines at the bottom of the page. This is where they will write the phrase you will give them just as you did in the Back-to-School lessons. Say the phrase one time, slowly. Repeat twice, slowly.

1. bandit
2. shelf
3. sprang
4. munch

5. picnic
6. think
7. wish
8. drift

9. box

Tricky Word: she

- After all the words have been called out, tell students you will now show them the correct spelling for each word so they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then onto the phrase. Remind students of the importance of correcting and learning from the mistakes.

Note to Teacher

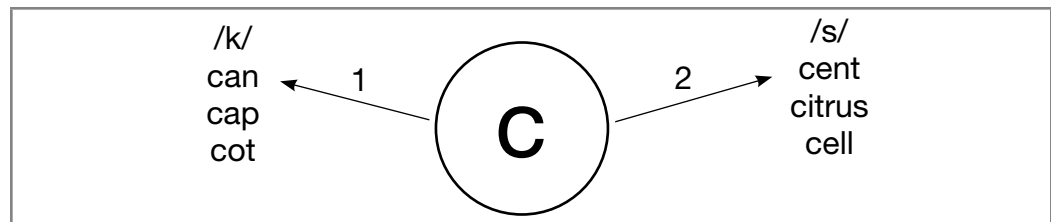
At a time later today, you may find it helpful to use the template provided at the end of this lesson to analyze the students' mistakes. This will help you to understand any patterns that are beginning to develop within your classroom or that are persisting among individual students.

Tricky Spelling

15 minutes

Tricky Spelling 'c'

- Before beginning this exercise, display the Consonant Code Flip Book within view of all students; also have the Spelling Card listed in the At a Glance readily available.
- Remind students some spellings can be pronounced more than one way. Tell them these spellings are called tricky spellings.
- On **Consonant Code Flip Book page 5**, point to the Spelling Card that shows 'c' as a spelling for /k/. Remind the students they have already learned that 'c' can be pronounced /k/.
- One section at a time, you will draw the chart below to demonstrate how 'c' is a tricky spelling.



- On the left of the board or chart paper, begin by writing /k/ and below it the words *can*, *cap*, and *cot* and read the words aloud.
- Point out the spelling 'c' is pronounced /k/ in these words.
- Explain 'c' is a tricky spelling because it can also be pronounced as /s/.
- Explain that 'c' is often pronounced /s/ when it is followed by the letters 'e' or 'i', as in words like *cent* and *citrus*.
- On the right side of the board, write /s/ and below it the words *cent*, *citrus*, and *cell*. Read the words aloud.
- Point out the spelling 'c' is pronounced /s/ in these words.
- Write the letter 'c' on the board between the two sets of words and circle the spelling.
- Tell students that in order to figure out how to pronounce this tricky spelling, they may need to try sounding it out two different ways.
- Draw one arrow from 'c' to the /k/ words and label it "1." Draw a second arrow from 'c' to the /s/ words and label it "2."

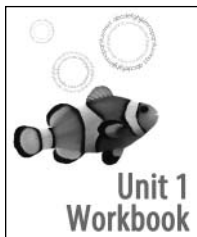
Add new leaves with words using the tricky spelling 'c' to your Spelling Tree for /s/. See Pausing Point Spelling Alternatives for guidance.

- Explain /k/ is the most likely pronunciation option and therefore the one they should try first. If that does not sound right, or does not make sense in context, they should try option 2, /s/.
- Distribute the red markers.
- Show students the 'c' > /s/ (*cent*) Spelling Card and add it to the appropriate card on **Consonant Code Flip Book page 11**. Have students outline the appropriate card in the **Individual Code Chart on page 3**.
- Point out and discuss the power bar for each spelling.

Practice

10 minutes

Tricky Spelling 'c'



Worksheet 15.2

- Have students look at Worksheet 15.2.
- Explain the letters in slashes stand for sounds.
- Have students underline the 'c' in the example words on the left: *can*, *cap*, and *cot*. Review the /k/ sound.
- Have students underline the 'c' in the example words on the right: *cent*, *citrus*, and *cell*. Review the /s/ sound.
- Have students find and underline 'c' in the word in the first sentence.
- Read the first sentence on the worksheet, pronouncing the tricky spelling /k/: "The king got the /p/ /r/ /i/ /n/ /k/ /e/ /s/ a kitten."
- Ask students if that sounds right.
- Explain that, since /p/ /r/ /i/ /n/ /k/ /e/ /s/ does not sound right, students need to try it the second way.
- Read the sentence again, pronouncing the tricky spelling /s/: "The king got the /p/ /r/ /i/ /n/ /s/ /e/ /s/ a kitten."
- Ask students if that sounds right. (Yes: *princess* is a word, and it makes sense in this context since a princess is the daughter of a king.)
- Show students how to write *princess* in the "cent" column to indicate the 'c' in *princess* is pronounced like the 'c' in *cent*.
- Complete the remaining sentences on the worksheet, asking students to underline the 'c', calling on students to read the sentences aloud, try the tricky spelling both ways, choose the pronunciation that sounds right and/or makes sense, and print the word in the correct column.
- When students have completed the worksheet, ask them which pronunciation seems to be more common (/k/ is more common).

Use Pausing Point Tricky Spelling Worksheets PP5 and PP6 to provide additional practice or to assess the students' understanding of the tricky 'c' spelling.

Small Group: “The Snack Mix”

Note to Teacher

Today you will listen to Group 2 read aloud. Although they may be more independent, they are still in need of instruction. It is important for all students to read aloud on a regular basis.

Introducing the Story

- Tell students today they will be rereading the story “The Snack Mix.” Let them know that rereading a story is a time to work on fluency. A fluent reader reads with expression and observes all punctuation marks. Briefly review the punctuation you discussed yesterday with students (question mark, exclamation point, and period).
- Remind students it will be easier today to read the story since it will be familiar to them and they can focus more on reading with expression.

Challenging Vocabulary

- Briefly review vocabulary from yesterday (*tongs* and *swish*).

Purpose for Reading

- Tell students today they should carefully read the story with excellent fluency.

Small Group Reading

- ✪ **Small Group 1:** Have Group 1 students sit with their partners, take out their Readers, and take turns reading the story “The Snack Mix” aloud to one another.
- ✪ **Small Group 2:** Ask Group 2 to come to the reading area, take out their Readers, and take turns reading the story “The Snack Mix” aloud to you. Check comprehension by asking students questions during the story, and ask students to point out new spellings.



Chapter 3

Supplemental Materials

If some student pairs finish early they can illustrate one of the words or phrases from the Supplemental Materials section. You should write several of these words or phrases on the board or chart paper prior to starting partner reading.

- Decodable words:

- | | |
|------------|-------------|
| 1. dancing | 5. princess |
| 2. success | 6. prancing |
| 3. cent | 7. chances |
| 4. citrus | |

- Sentences:

- | | |
|------------------------------------|----------------------------------|
| 1. It costs ten cents. | 4. The film had a tragic ending. |
| 2. The princess is kissing a frog. | 5. Sit down and rest. |
| 3. We went dancing. | |

- Wiggle Cards:

- | |
|-------------|
| 1. stand up |
|-------------|

Analysis of Student Errors Spelling Assessment Lesson 15

[illegible]

Analysis of Student Errors

Directions

Fill out the chart according to the directions below to help you see these patterns. There is much to be learned about a child by looking at the kinds of errors he/she makes when encoding. You will see patterns as you fill in this chart that will help you quickly address confusions in the minds of your students.

List all of the students in the first column.

Columns 1 and 2

In column 1, place a check mark in the column of any student who replaced the 'i' in *think*, *wish*, and *drift* with an 'e'.

In column 2, place a check mark in the column of any student who spelled the 'e' in *shelf* with an 'i'.

What this means: It is common for first- and second-grade students to confuse these vowels. It is hard for them to hear the difference between two very similar-sounding vowels.

What you should do: Continue to give these students opportunities to sort short 'i' and short 'e' middle sounds in words. For example, these students would benefit from a small group lesson using a fast read (*Assessment and Remediation Guide*).

Column 3

In column 3, place a check mark in the column of any student who misspelled any/all digraphs.

What this means: These students do not understand the concept of two letters making one sound.

What you should do: Refer to the *Assessment and Remediation Guide*, Unit 1, for some activities that will help you quickly reteach and remediate.

Column 4

In column 4, place a check mark in the column of any student who misspelled any/all the consonant clusters.

What this means: These students are having difficulty with consonant clusters.

What you should do: Refer to the *Assessment and Remediation Guide*, Unit 1, for some activities that will help you quickly reteach and remediate.

Column 5

In the last column, specifically note any other confusion evidenced by individual student errors. Analyze any patterns and provide targeted remediation using the appropriate *Assessment and Remediation Guide* pages.