

Lesson 16

Spelling Alternatives Review

✓ 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.

- ✓ Read and write words with the following inflectional endings and suffixes: *-ing, -ed* (RF.2.3d)
- ✓ 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	Introduce Spelling Words and Review Family Letter	Worksheets 16.1, 16.2	15
Today's Spellings	Review of Spelling Alternatives for Consonant Sounds	Consonant Code Flip Book; Spelling Cards for 'qu' > /qu/ (<i>quit</i>), 'wh' > /w/ (<i>when</i>), 'wr' > /r/ (<i>wrist</i>), 'kn' > /n/ (<i>knock</i>); tape; Individual Code Chart; red fine-tip markers	15
Practice	Spelling Alternatives for Consonant Sounds	Worksheet 16.3	10
Reading Time	Whole Group: "The Ham"	<i>The Cat Bandit</i> ; Anecdotal Reading Record, Teacher Guide Lesson 11	20
Take-Home Material	Family Letter and Spelling Words	Worksheets 16.1, 16.2	*



Worksheets 16.1, 16.2

Introduce Spelling Words and Review Family Letter

- Tell students they will have a spelling list each week and they should practice at home each night for the assessment on Friday.
- Read and write each spelling word one at a time and have students repeat the word. The words this week use the suffix *-ing*.
- Take a few moments as you go through the list to review the pattern for doubling a final consonant when adding the suffix *-ing*. Ask students to turn and share a sentence using the spelling words with a partner.
- The words for this week are in the following box.

- | | |
|-------------|------------|
| 1. snacking | 6. buzzing |
| 2. mixing | 7. hitting |
| 3. smelling | 8. until |
| 4. running | 9. problem |
| 5. kissing | |

Tricky Word: how

- Review the family letter on Worksheet 16.1. Remind students they will have a assessment every Friday.
- Have students place Worksheets 16.1 and 16.2 in their notebooks/folders to take home tonight.

Today's Spellings

15 minutes

Review of Spelling Alternatives for Consonant Sounds

- Before beginning this exercise, display the Consonant Code Flip Book within view of all students; also have the Spelling Cards listed in At a Glance readily available. Additionally, you may want to tab the pages of the Consonant Code Flip Book with sticky notes in advance of the lesson.
- Today's letter-sound correspondences can be found on these pages of the Consonant Code Flip Book.

Consonant Flip Book Pages

1. 'kn' > /n/ (*knock*) Consonant Code Flip Book on page 16
2. 'wr' > /r/ (*wrist*) Consonant Code Flip Book on page 18
3. 'wh' > /w/ (*when*) Consonant Code Flip Book on page 21
4. 'qu' > /qu/ (*quit*) Consonant Code Flip Book on page 25

- Tell students today you are going to focus on some spellings for consonant sounds they will find mostly at the beginning of words. Remember to review previously taught spellings as well.
- Write the spelling 'kn' on the board and ask students, "If you saw this spelling in a word, what would you say?" Remind students the spelling 'kn' is pronounced /n/.
- Once students have provided the sound(s), ask them for the letter names.
- Summarize the information: "When we see the letters 'k' and 'n' side by side like this, we recognize they make up a single spelling and we say /n/."
- Show the students the 'kn' > /n/ (*knock*) Spelling Card. Have students read the sample word. Discuss what the power bar tells us about this spelling.
- Add the Spelling Card to the **Consonant Code Flip Book** on **page 16**.
- Distribute the red markers.
- Ask students to outline the card in their Individual Code Charts; the spellings for today can be found on these pages of the Individual Code Chart:

Individual Code Chart

1. 'kn' > /n/ (*knock*) Individual Code Chart on page 4
2. 'wr' > /r/ (*wrist*) Individual Code Chart on page 5
3. 'wh' > /w/ (*when*) Individual Code Chart on page 5
4. 'qu' > /qu/ (*quit*) Individual Code Chart on page 6

- Repeat this process for the other spellings, writing each spelling on the board and adding its Spelling Card to the Consonant Code Flip Book. Ask students each time to outline the appropriate card and the letter spelling in their Individual Code Charts.
- Remember to point out and discuss the power bar for each spelling.

Note: /qu/ is actually two sounds (/k/ + /w/). You can either teach this to students as two sounds or just glide over it without drawing attention to the fact. If you have good listeners, some of them may hear that /qu/ is actually /k/ + /w/.

Note: As you review these digraph spellings, you may also wish to review the sounds that the single letters generally stand for. For example, when introducing 'wh' you might cover the 'h', leaving only the 'w' visible, and ask, "What sound would you say if you saw this in a word?" Then you could cover the 'w', leaving only the 'h' visible, and ask, "What sound would you say if you saw this in a word?" Then show the digraph.

Note: We encourage you to avoid speaking of "silent letters" when discussing spellings like 'wr' and 'kn'. Just say that these two letters stand for one sound, in the same way 'sh' and 'ch' stand for one sound.

Spelling Alternatives for Consonant Sounds



Worksheet 16.3

- Ask students to turn to Worksheet 16.3.
- Guide students through the first two items. First ask students to name the picture, then circle the letters that spell the picture name. Then ask students to write the picture name on the line provided. You may choose to guide students through the rest of the worksheet or have them complete it independently.

Reading Time

20 minutes

Whole Group: “The Ham”

Note to Teacher

Students will read this story only one time in class as a whole group.

Introducing the Story

- This would be a good time to update your chart of the cat bandit’s adventures.
- Looking at the Table of Contents, ask students on which page “The Ham” begins (page 16), telling them they will read this story today.

Challenging Vocabulary

- Preview vocabulary unfamiliar to students. For “The Ham,” you might preview the word *tug*.

Purpose for Reading

- Ask students to predict what the story might be about, based on the title.
- Tell students they will read carefully to find out if their predictions are correct.
- Remind students to observe punctuation when reading.

Whole Class Reading

- Have students read “The Ham.”
- When listening to students read, remember to listen for students demonstrating an understanding of punctuation.

Discussion Questions

- Discuss the comprehension questions when students finish the story. If students have difficulty answering the questions, reread parts of “The Ham” with them. If students give one-word answers, encourage them to answer in complete sentences by asking them to restate the question stem in their responses. You may also use these as *Think Pair Share* questions.



Chapter 4

Discussion Questions on “The Ham”

1. *Evaluative* Based on the last few stories that we have read, what words could you use to describe the cat bandit? (Answers may vary.)
2. *Evaluative* Why do you think the cat bandit prefers human food over cat food? (Answers may vary.)
3. *Evaluative* What ideas do you have about how the family could keep the cat bandit from getting their food in the future? (Answers may vary.)
4. *Evaluative* If you had a pet like this at home, what would you do? (Answers may vary.)

Take-Home Material

Family Letter and Spelling Words

- Have students take home Worksheets 16.1 and 16.2 to share with a family member.

Supplemental Materials

- Decodable words:

- | | | |
|----------|-----------|------------|
| 1. knit | 6. wrist | 11. quest |
| 2. knot | 7. whisk | 12. quench |
| 3. quick | 8. quiz | 13. wrong |
| 4. quack | 9. wrap | 14. squint |
| 5. knock | 10. quilt | 15. whiff |