

# Lesson 18

## Tricky Words 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 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 and write words in which 'c' > /k/ > *cat* or /s/ > *city*; 'g' > /g/ > *got* or /j/ > *gem*
- ✓ 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
<b>Warm-Up</b>	<b>Sentence Capitalization and Punctuation</b>		5
<b>Tricky Words</b>	<b>Today's Tricky Words: <i>once, one</i></b>	marker; yellow index cards for words <i>once</i> and <i>one</i>	10
<b>Today's Spelling</b>	<b>Review of Spelling Alternatives for Consonant Sounds</b>	Consonant Code Flip Book; Spelling Cards for 'se' > /s/ ( <i>rinse</i> ), 'ce' > /s/ ( <i>prince</i> ), 'tch' > /ch/ ( <i>itch</i> ); tape; Individual Code Chart; red fine-tipped markers	15
<b>Practice</b>	<b>Sound-Spelling Practice</b>	Worksheet 18.1	10
<b>Reading Time</b>	<b>Whole Group: "The Milk"</b>	<i>The Cat Bandit</i> ; Anecdotal Reading Record, Teacher Guide Lesson 11	20
<b>Take-Home Material</b>	<b>"The Chicken Nugget"</b>	Worksheet 18.2	*

### Advance Preparation

- Write the following Tricky Words on yellow index cards, one word per card: *once, one*.
- Write the scrambled sentences below on the board, one at a time.

1. girl tall a is she (She is a tall girl. Is she a tall girl?)
2. ball like to you do play (Do you like to play ball? You do like to play ball!)

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**Sentence Capitalization and Punctuation**

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- Remind students they have reviewed three different types of ending punctuation. Ask them to tell you the names of the punctuation types and what purpose they serve (period, end of sentence; question mark, sentence that is a question; exclamation point, read with excitement).
- Next, ask students what type of letter is used to start the first word of a sentence (a capital letter).
- Tell students today they are going to work again with scrambled sentences, reminding them that in order to make sense, the words on the board need to be placed in a different order to create a sentence.
- Referring to the scrambled sentences you wrote on the board, read each word of the first sentence aloud as a class exactly as it is written on the board. Ask students to orally suggest different ways the words may be reordered to make a meaningful sentence. There is more than one way to reorder the words; this may result in a sentence that is a statement, a question, or even an exclamation.
- Ask a student to come to the board to write the correct capitalization and ending punctuation for each oral sentence created as a group. Instruct the rest of the class to monitor what students are writing and to be ready to indicate what changes each student makes in rewriting the words and why.

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**Tricky Words**

10 minutes

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**Today's Tricky Words: *once, one***

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See Tricky Words in the Pausing Point for students needing additional help with Tricky Words.

- Referring to the cards you prepared in advance, begin by reading the word. Next, discuss which part of the word is read just as one would expect and which part is tricky. Finally, use the word in an oral sentence.

**Tricky Word: *one***

Additional practice may be found in the Unit 1 section of the *Assessment and Remediation Guide*.

- **Expected:** the letter 'n' is pronounced /n/. **Tricky:** here is a /w/ sound that does not seem to be marked by any spelling, and the letter 'o'—or perhaps the spelling 'o\_e'—is pronounced /u/.

**Tricky Word: *once***

- **Expected:** the letter 'n' is pronounced /n/ and the letters 'c' 'e' are pronounced /s/. **Tricky:** there is a /w/ sound that does not seem to be marked by any letter and the letter 'o' is pronounced /u/.

## 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 two Spelling Cards listed in the At a Glance readily available.
- Turn to **page 7** in the **Consonant Code Flip Book**. Tell students they will focus on spelling alternatives for consonant sounds they will find mostly at the end of words.
- Using the same procedure as in earlier lessons, review the following letter-sound correspondences found on these pages of the Consonant Code Flip Book. Remember to review previously taught spellings for the same sound(s).

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

Additional help for struggling students may be found in the Unit 1 section of the *Assessment and Remediation Guide*.

### Consonant Code Flip Book Pages

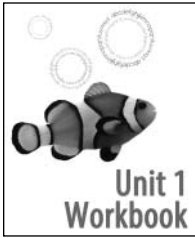
1. 'tch' > /ch/ (*itch*) Consonant Code Flip Book on page 7
2. 'se' > /s/ (*rinse*) Consonant Code Flip Book on page 11
3. 'ce' > /s/ (*prince*) Consonant Code Flip Book on page 11

- Place the Spelling Cards on the appropriate Code Flip Book page.
- Discuss the power bar for each spelling.
- Show students these spelling alternatives that are used at the end of words.
- Distribute the red markers.
- The letter-sound correspondences for today can be found on the following pages of the Individual Code Chart.

### Individual Code Charts

1. 'tch' > /ch/ (*itch*) Individual Code Chart on page 2
2. 'se' > /s/ (*rinse*) Individual Code Chart on page 3
3. 'ce' > /s/ (*prince*) Individual Code Chart on page 3

- After each letter-sound correspondence is reviewed on the Code Flip Book page, guide students in outlining each of the appropriate cards and spellings on the chart.

**Sound-Spelling Practice**

Worksheet 18.1

- Have students open to Worksheet 18.1.
- Read each word together as a class.
- Complete the first two words from each column together as a class, underlining the spelling alternative. If students are comfortable with the exercise, allow them to complete the worksheet on their own. If not, complete the worksheet together as a class. z

**Reading Time**

20 minutes

**Whole Group: “The Milk”****Introducing the Story**

Chapter 6

- Update the chart about *The Cat Bandit* as a class.
- Have students look at the Table of Contents of *The Cat Bandit*.
- Ask students for the page number where the story “The Milk” starts. Tell students this is the story they will read today.
- Ask students if they like to drink milk. Ask if they think the cat bandit likes to drink milk.
- Remind students there were commas in yesterday’s story, and there will be commas in “The Milk” as well. Commas tell the reader to take a tiny break or small pause when reading.

**Challenging Vocabulary**

- Preview vocabulary that may be unfamiliar to students. For “The Milk,” you may want to preview the word *hung*.

**Purpose for Reading**

- Tell students in this story, the author uses the word *lap*. *Lap* can mean the area from the waist to the knees on a seated person, or to take in food or drink using the tongue. The word *lap* must be read in context to find out the meaning.
- Ask students if they think *lap* will be used in the cat bandit to refer to the area on a seated person or to take a drink with the tongue. Have them share their predictions and explain their choices. Encourage students to speak in complete sentences during the discussion.
- Tell students they should read the story carefully to see if their predictions are correct.

### **Whole Group Reading**

- Have students read “The Milk” together as a class. There are many options for students to read a story together as a whole class, but **do not** read it as a choral read.
- Jot down short notes on the Anecdotal Reading Record chart to document students’ reading performance.
- When students are finished reading the story, discuss the comprehension questions with them. Remember to encourage students to answer in complete sentences.

#### **Discussion Questions on “The Milk”**

1. *Literal* What did Beth leave on the deck? (Beth left a glass of milk on the deck.)
2. *Inferential* Why couldn’t the cat bandit get the milk at first? (It was too high.)
3. *Inferential* What was the purpose of the string that stretched from the shed to the deck? (The purpose of the string is to dry clothes.)
4. *Literal* How did the cat bandit get from the shed to the deck? (He got to the top of the shed, swung the belt on top of the string, then zipped off on the string.)
5. *Inferential* Why did the cat bandit kick the cup? (He kicked the cup so that he could drink the milk.)

### **Take-Home Material**

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#### **“The Chicken Nugget”**

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- Have students take home Worksheet 18.2 to read to a family member.

## Supplemental Materials

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- Decodable words:

1. itch
2. catch
3. fetch
4. match
5. hatch

- Sentences and phrases:

1. a witch with a hat
2. Catch the fish!
3. a dog fetching a stick
4. the fence is hot pink

- Wiggle Cards:

1. solve this:  $2 + 3$