

# Lesson 20

## Spelling Test 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 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*

At a Glance	Exercise	Materials	Minutes
<b>Spelling</b>	<b>Student Spelling Assessment</b>	Worksheet 20.1	15
<b>Warm-Up</b>	<b>Tricky Words Review</b>	Tricky Word cards	10
<b>Tricky Spelling</b>	<b>The Tricky Spelling 's'</b>	Consonant Code Flip Book; Spelling Cards for 's' > /z/ ( <i>dogs</i> ), 's' > /s/ ( <i>sun</i> ); tape; Individual Code Chart; red fine-tip marker	20
<b>Practice</b>	<b>The Tricky Spelling 's'</b>	Worksheet 20.2	15

## Spelling

**15 minutes**

### 10 Student Spelling Assessment



Worksheet 20.1

- Have students tear out Worksheet 20.1.
- Read the first spelling word aloud, use it in a sentence, and then read the word once more, allowing students time to write the word down.
- Following your established procedures, repeat this procedure with each of the remaining words.
- Direct students' attention to the lines on the bottom of the worksheet. Tell students to write the phrase "running cat bandit" on those lines. Slowly repeat the phrase twice.

- At the end, read each spelling word one last time.

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

**Tricky Word:** how

- Have students correct their work. Say and write each spelling word on the board. Tell students to correct their work by crossing out any incorrect spelling and writing the correct spelling next to it. Remind students of the importance of correcting their work and learning from their mistakes.

#### **Note to Teacher**

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

## **Warm-Up**

**10** minutes

### **Tricky Words Review**

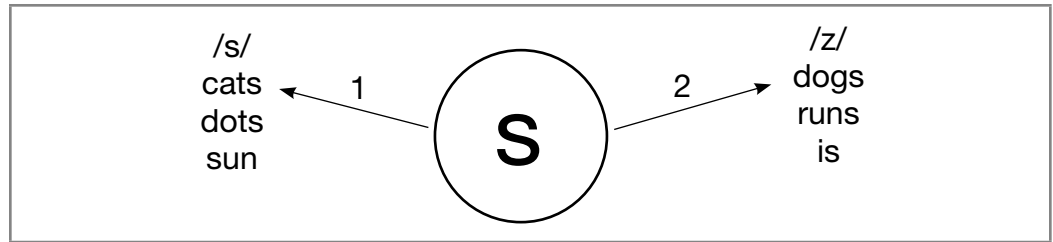
- Use the yellow index cards with all the Tricky Words you have reviewed so far. Do a flash card review of the Tricky Words with the class. You may have each student say the word, or call on individual students.

## **Tricky Spelling**

**20** minutes

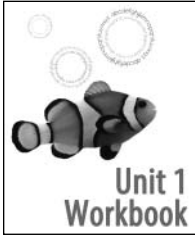
### **The Tricky Spelling 's'**

- Before beginning this exercise, display the Consonant Code Flip Book within view of all students; also have the Spelling Cards listed in the At a Glance readily available.
- Remind students some spellings can be pronounced more than one way. We call these Tricky Spellings.
- Using the Consonant Code Flip Book, point to the 's' > /s/ (*sun*) Spelling Card that shows 's' as a spelling for /s/. Remind students they have already learned 's' can be pronounced /s/.
- Follow the bullet points step by step to draw the chart below to illustrate the tricky spelling 's.'



- On the left side of the board or chart paper, begin by writing /s/.
- Underneath the /s/, write the words *cats*, *dots*, and *sun* and read the words aloud.
- Point out the spelling 's' is pronounced /s/ in these words.
- Explain the 's' is a tricky spelling because it can also be pronounced /z/.
- Write /z/ on the board to the right. Explain we often find 's' pronounced /z/ at the end of words. Write some examples on the board under the /z/: *dogs*, *runs*, and *is*.
- Make sure students can hear that the last sound in these words is buzzy (voiced) /z/ rather than unvoiced /s/.
- Write the letter 's' on the board between the two sets of words and circle the spelling.
- Tell students to figure out how to pronounce this tricky spelling, they may need to try sounding it out two different ways.
- Draw one arrow from 's' to the /s/ words and label it "1." Draw a second arrow from 's' to the /z/ words and label it "2." Explain /s/ is the most likely pronouncing 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, /z/.
- Tell students to turn to **page 3 in the Individual Code Chart** while you turn to **page 12 in the Consonant Code Flip Book**.
- Distribute the red markers.
- Show students the 's' > /z/ (*dogs*) Spelling Card and add it to the **Consonant Code Flip Book page 12**.
- Have students outline the appropriate card and letter spelling in the **Individual Code Chart on page 3**.

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



Worksheet 20.2

### The Tricky Spelling 's'

- Have students open to Worksheet 20.2 and display the same page.
- Explain the letters in slashes stand for sounds.
- Have students underline the 's' in the example words on the left: *cats*, *dots*, and *sun*. Point out the /s/ sound in these words.
- Have students underline the 's' in the example words on the right: *dogs*, *runs*, and *is*. Point out the /z/ sound in these words.
- Tell students to find and underline the 's' in the first sentence.
- Read the first sentence on the worksheet, pronouncing the tricky spelling /s/: "He handed me /h/ /i/ /s/ pet pig."
- Ask students if that sounds right (no: *hiss* is a word, but it does not make sense in this context).
- Explain since /h/ /i/ /s/ sounds wrong, they need to try pronouncing it the second way.
- Read the sentence again, pronouncing the tricky spelling /z/: "He handed me /h/ /i/ /z/ pet pig."
- Ask students if that sounds right (yes: *his* is a word and it makes sense in this context).
- Show students how to write *his* in the "dogs" column to indicate the 's' in *his* is pronounced like the 's' in *dogs*.
- Complete the remaining sentences on the worksheet, having students first find and underline 's' in the words on their own. Then call 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 (/s/ is more common).

## Supplemental Materials

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- Decodable words:

1. as	7. muffins	13. fishes
2. has	8. pals	14. boxes
3. his	9. ducklings	15. pins
4. is	10. presents	16. bugs
5. wings	11. riches	17. hogs
6. things	12. eggs	

- Sentences and phrases:

1. fresh eggs	7. His glasses fell from his hand.
2. cats and dogs	8. The closet has lots of stuff.
3. frogs on logs	9. The blankets are damp.
4. a box of rocks	10. Think fast!
5. Land of Nod	11. Toss that junk in the trash can.
6. run of the mill	

## Spelling Analysis for Lesson 20

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- On the following page, write student names in column 1.
- Place a check in each column under any word where students made an error.
- If student errors in columns 1–3 involve inappropriate doubling of a consonant prior to the *-ing* suffix, additional reinforcement of this concept may be indicated.
- If student errors in columns 4–7 involve a lack of doubling of a consonant prior to the *-ing* suffix, additional reinforcement of this concept may be indicated.
- If the student misses either or both of columns 8 and 9, the student may need either a review of specific basic code correspondences or more practice in spelling two-syllable words.
- If the student misses the word in column 10, the student may need review of this Tricky Word.

