

# Lesson 10

## Spelling Assessment Spelling 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.

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational text read independently (RI.2.1)
- ✓ Identify the main purpose of a nonfiction/informational text read independently, including what the author wants to answer, explain, or describe (RI.2.6)
- ✓ Identify and use text features such as captions to locate key facts or information in a nonfiction/informational text (RI.2.5)
- ✓ 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 the letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Describe how reasons or facts support specific points the author makes in a nonfiction text read independently (RI.2.8)
- ✓ Know and use various text features such as captions to locate key facts or information in a text efficiently (RI.2.5)

At a Glance	Exercise	Materials	Minutes
<b>Spelling</b>	<b>Student Spelling Assessment</b>	Worksheet 10.1	15
<b>The /oe/ Sound and Its Spellings</b>	<b>Spelling Chart</b>	Worksheets 10.2, 10.3; projection system	25
<b>Reading time</b>	<b>Small Group: “Kim’s Training”</b>	<i>Kids Excel</i>	20

## Spelling

**15** minutes

### 10 Student Spelling Assessment



Worksheet 10.1

- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students time to write the word.
- 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 sentence “The carpets are gray.” Slowly repeat this sentence twice.

- At the end, reread each spelling word once more.

- |           |           |
|-----------|-----------|
| 1. germ   | 6. face   |
| 2. page   | 7. cell   |
| 3. gray   | 8. space  |
| 4. digit  | 9. center |
| 5. carpet |           |

**Tricky Word:** are

- 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 the sentence.

#### **Note to Teacher**

At a later time today, you may find it helpful to use the template provided at the end of this lesson to analyze students' mistakes. You will find the spelling analysis sheet and directions at the end of this lesson. This will help you to understand any new or persistent patterns among individual students.

## **The /oe/ Sound and Its Spellings**

**25 minutes**

### **Spelling Chart**



Worksheets 10.2, 10.3

See the Pausing Point for students needing additional help with the /oe/ sound and its spellings.

Additional practice may be found in Unit 3 of the *Assessment and Remediation Guide*.

- Display Worksheets 10.2 and 10.3.
- Have students tear out Worksheets 10.2 and 10.3.
- Explain the chart on Worksheet 10.2 shows a set of words with the /oe/ sound. The words have been sorted into columns according to the spelling used for /oe/.
- Explain that Worksheet 10.3 has a set of questions for students to answer using the chart on Worksheet 10.2.
- Ask students to read aloud all of the words, column by column. Students should be able to read the words quickly and fluently once they recognize the pattern.
- Ask a student to read the first question on Worksheet 10.3 and have students search for the answer on Worksheet 10.2.
- Once students have provided you with the correct answer, model writing the answer on Worksheet 10.3. Have students do the same on their worksheets.
- Complete the remaining questions either as a class or as an independent activity.
- Have students select a few words from the chart to add to the Spelling Tree.

## "Kim's Training"

### Introducing the Story



"Kim's Training"

- Tell students yesterday they read about Val's training for swimming. Ask students if they remember what Val did for her training. (She swam and then worked out doing chin-ups, bench presses, and sit-ups.)
- Tell students today they will find out about Kim's training.

### Previewing Spellings

Preview the following spellings before reading this story.

**Note:** Several of the words have the *-ed* suffix. When introducing these words, first write the root word and have students read it aloud, then add *-ed* or *-d* onto the end of the word and have them read it aloud.

'o_e'	'o'	Multi-syllable words
ex   plode	o   ver   all	prac   tic   ing
hole		whis   per(ed)
note   book		un   der   line(d)
		ex   plo   de(d)
		note   book
		o   ver   all

### Challenging Vocabulary

- Preview the following words and phrases:

1. **start**—the beginning of a swim race; getting a fast start is an important skill to master
2. **starting blocks**—the place where swimmers stand and dive off at the beginning of a race
3. **take your marks**—to get into the starting position or place at the beginning of a race
4. **like a cat**—to move in a way resembling a cat
5. **stroke**—the specified method of moving arms and legs in water when swimming

### Purpose for Reading

- Tell students to read carefully to learn how Kim trains and how it compares to what her sister Val does during practice.

### Small Group Reading Time

If some student pairs finish reading early, they can reread stories from this and past Readers.

Before dividing the class into groups, remind students to pay attention to the captions and use of quotation marks throughout the story.

✪ **Small Group 1:** Have students read “Kim’s Training” with a partner. Remind students to use the Individual Code Chart and Spelling Trees to help them sound out words.

✪ **Small Group 2:** Listen to students read “Kim’s Training” with partners. Ask comprehension questions while students read the story. Remember to take notes about each student’s reading performance using the Anecdotal Reading Record.

### Wrap-Up

- Discuss the following questions with students, reminding them to answer in complete sentences:

#### Discussion Questions on “Kim’s Training”

1. *Literal* Does Kim swim in the same lane as Val? (No, Kim does not swim in the same lane as Val.)
2. *Literal* What were Kim and the sprinters practicing? (Kim and the sprinters were practicing their starts.)
3. *Literal* Does Kim have a fast start? (Yes, Kim has a fast start.)
4. *Literal* How does Kim dive off of her starting block? (Kim dives off her starting block like a cat.)
5. *Literal* How did Kim kick her legs? (Kim kicks her legs like a fish.)
6. *Literal* Why did Kim stop swimming? (Kim stopped swimming because she needed to keep practicing her starts.)
7. *Literal* Why is it important for Kim to practice starts? (It is important for Kim to practice because starts are important in the 50 Free.)
8. *Evaluative* Why do you think Coach Pibwell smiled when Mark Deeds asked about the 200 Free? (Answers may vary.)

### Supplemental Materials

- Chains:

1. soap > sap > say > pay > play > lay > lee > tee > toe > doe > do
2. quote > note > not > cot > coat > boat > beet > bee > be > me > meet > mat > may > say

## Spelling Analysis Directions

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### Unit 3 Lesson 10

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- Write students' names in the column provided.
- Place an X in the column of any word students did not spell correctly.
- Students missing more than 1 for items 1–4 may need help with 'g' as /j/ or /g/; students missing more than 1 for items 5–9 may need help with 'c' as /k/ or /s/. The Pausing Point from Unit 2 has practice for these spelling alternatives.
- If students missed the Tricky Word, look back on previous spelling assessments and classroom work. Are Tricky Words consistently an area of weakness? If so, Pausing Points in Units 1 and 2 and the Tricky Words section of Unit 1 in the *Assessment and Remediation Guide* provide extra work for this area.

