

Lesson 1

Spelling Alternatives

✓ 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.

- ✓ Consult the Individual Code Chart to check spelling (L.2.2e)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Introduce Spelling Words	Worksheet 1.1	10
Today's Spelling	Board Sort	Individual Code Chart; Vowel Code Flip Book; Spelling Cards for 'ur' > /er/ (<i>hurt</i>), 'ir' > /er/ (<i>bird</i>); blue markers; tape	10
	Spelling Tree	Spelling Tree templates; brown, green, and yellow paper; scissors; marker; tape	10
Practice	/er/ Review: Yes or No?	Worksheet 1.2	20
Review	Tricky Word Game	prepared index cards	10
Take-Home Material	Family Letter and Spelling Words	Worksheet 1.1	*

Advance Preparation

Today you will review the 'er' spelling for the /er/ sound, as well as introduce the 'ur' and 'ir' spellings for the /er/ sound. You will need to prepare a Spelling Tree for /er/. The tree should have four branches labeled 'er', 'ir', 'ur', and odd ducks. Write the following words on leaves for the Spelling Tree: *clerk, fern, verb, first, shirt, birth, bird, girl, fur, hurt, church*.

Additionally, you will need to prepare the word cards listed in the following box for the Tricky Word baseball game. You may already have these words written on cards or you may wish to remove them from your Tricky Word wall for this game.

1. and	15. from	29. no	43. to
2. a	16. have	30. not	44. us
3. are	17. here	31. one	45. was
4. am	18. is	32. once	46. we
5. all	19. it	33. off	47. word
6. at	20. if	34. pull	48. what
7. an	21. I	35. said	49. why
8. ball	22. in	36. says	50. were
9. by	23. keep	37. see	51. when
10. but	24. let	38. so	52. which
11. best	25. look	39. tall	53. who
12. call	26. mall	40. tell	54. yes
13. can	27. my	41. the	55. you
14. do	28. must	42. there	56. your

Warm-Up

10 minutes

Introduce Spelling Words



Worksheet 1.1

- Tell students the spelling words for the week are spelling alternative words. A spelling alternative is when a sound can be spelled more than one way.
- Say the sound /aw/ as in *paw*. Ask students if they can think of two ways to spell the sound /aw/. If students are unable to remember the spellings for /aw/, have them use the Individual Code Chart to find the answer.
- Write 'aw' and 'au' on the board.
- Underneath 'aw', write the spelling words with this spelling, one word at a time, saying the word aloud. Do the same for the words with the 'au' spelling.
- Say the sound /oi/ as in *oil*. Ask students if they can think of two ways to spell the sound /oi/. If students need help with the spellings for /oi/, remind them to use the Individual Code Chart to find the answer.
- Write 'oi' and 'oy' on the board.
- Underneath 'oi', write the spelling words with this spelling, one word at a time, saying the word aloud. Do the same for the words with the 'oy' spelling.
- Repeat this procedure for the last three words containing the /oo/ sound as in *soon*.
- Point out to students they have 15 words this week and no Tricky Word.
- The spelling words for this week are as follows.

1. **'aw' as /aw/:** hawk, yawn, crawl
2. **'au' as /aw/:** vault, haunted, causes
3. **'oi' as /oi/:** oil, spoiled, coin
4. **'oy' as /oi/:** cowboy, enjoy, destroy
5. **/oo/:** moon, spool, cartoon

- Have students take home Worksheet 1.1 to share with a family member.

Today's Spelling

20 minutes

Board Sort

10 minutes

- Before beginning, display the Vowel Code Flip Book within view of all students; also have the Spelling Cards listed in the At a Glance readily available.
- Today's letter-sound correspondences can be found on the following page of the Vowel Code Flip Book.

Vowel Code Flip Book

1. **'ur' > /er/** (*hurt*) Vowel Code Flip Book page 18
2. **'ir' > /er/** (*bird*) Vowel Code Flip Book page 18

- Tell students as in Unit 3, Unit 4 focuses on vowel sounds. They will learn many new vowel sounds and spellings.
- Tell students they will first begin by reviewing the spelling 'er' for /er/. Remind students, the letter 'r' is a spelling for a consonant sound, but the sound /r/ can mingle with certain vowel sounds, creating unique vowel sounds like /er/. We know /er/ is a vowel sound because adding it to the end of a word adds a syllable: *steep* > *steeper*.
- Write the following words on the board and ask students to read them: *fern*, *wes* | *tern*, *per* | *fect*, *in* | *ter* | *rupt*.
- Tell students today they will focus on two other spellings for the /er/ sound: 'ir' and 'ur'.
- Write the following columns on the board: 'er', 'ur', and 'ir', and explain the /er/ sound can be spelled by any of these letter combinations. Ask students to share at least eight to ten words containing the /er/ sound. Write the words on the board in the appropriate column and circle the letter combination used to spell /er/ in each word.

Note: The Syllable divisions provided here are for your quick reference if students experience difficulty in decoding the syllables. We have included the Appendix *Using Chunking to Decode Multi-syllable Words* once again in this Teacher Guide.

- Below are some examples of words students may provide. Each column represents the major spellings taught in Unit 4. To acknowledge students who correctly provide a word with the /er/ sound, but with a particular spelling not being taught, create a column for odd ducks and list words there. Do not create and list words in the odd ducks column unless students happen to suggest these words.

/er/			
'er'	'ur'	'ir'	odd ducks
sis ter	fur	bird	doll ar
num ber	hurt	stir	sail or
nerve	turn	birth	
	curve	thirst	
	burn	shirt	

- Turn to **Vowel Code Flip Book page 18** and put the Spelling Card(s) 'ir' and 'ur' on the appropriate space(s). Discuss the power bar for each of the spellings for the /er/ sound.
- Today's letter-sound correspondences can be found on the following page of the Individual Code Chart.

Individual Code Chart

- 'ur' > /er/ (*hurt*) Individual Code Chart page 10
- 'ir' > /er/ (*bird*) Individual Code Chart page 10

- Distribute the blue markers. Have students turn to **Individual Code Chart page 10**. Guide students in outlining the appropriate cards on the chart, as well as the spellings.

Spelling Tree

10 minutes

- Shuffle the leaves you have prepared in advance with the /er/ sound.
- Hold up one of the leaves and ask students to read the word aloud. Ask a student to identify the branch where the leaf should be placed, and ask the student to tape the leaf to the appropriate branch.
- Tell students to look at the Individual Code Chart. Ask students which of the three spellings, 'er', 'ir', or 'ur', has the longest power bar ('er'). Explain that 'er' is used as a spelling for /er/ in more words than 'ur' and 'ir'.

/er/ Review: Yes or No?

Worksheet 1.2

- Ask students to turn to Worksheet 1.2 in their Workbooks.
- Complete this worksheet together as a class.

Review

10 minutes

Tricky Word Game

- Today you will review the Tricky Word *all*. Write the word *all* on the board and read the word.
- Do a simple chain with students.

1. all > call > fall > ball > tall > wall > mall > small > stall

- Today you will review high-frequency and Tricky Words with a baseball game. Remind students being able to quickly decode words can help them become fluent readers.
- Use the cards you prepared in advance for this activity.
- Draw a baseball diamond on the board.
- Divide the class into two teams. You may consider having one team at a time come to the front of the room and line up in front of the board. Alternately, you may choose to have students stay seated and divide the class into teams by the manner in which they are seated. Each team takes a “turn at bat” as follows:
 - Choose a card from the stack and ask the first person on the team to read it aloud. If the word is read correctly, draw a line from home plate to first base, signifying a “hit.” This player then goes to the back of his team’s line, while the next player comes forward to read the next card. If the word is read correctly, draw a line from first to second base. Play continues this way. If the fourth player reads the word correctly, draw a line from third base to home plate and mark “1 run” for the team. Play continues for this team so long as no words are misread; when a word is misread, the next team takes its turn at bat.
 - Set a timer for 10 minutes and tell students whichever team has the most runs when the timer rings is the winning team. Point out that accuracy is important, but so is speed. The more turns players have to read words, the more likely their team is to score runs.

1. and	15. from	29. no	43. to
2. a	16. have	30. not	44. us
3. are	17. here	31. one	45. was
4. am	18. is	32. once	46. we
5. all	19. it	33. off	47. word
6. at	20. if	34. pull	48. what
7. an	21. I	35. said	49. why
8. ball	22. in	36. says	50. were
9. by	23. keep	37. see	51. when
10. but	24. let	38. so	52. which
11. best	25. look	39. tall	53. who
12. call	26. mall	40. tell	54. yes
13. can	27. my	41. the	55. you
14. do	28. must	42. there	56. your

Take-Home Material

Family Letter and Spelling Words

- Remind students to take home Worksheet 1.1 and to practice their spelling words each night for five to 10 minutes.

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average 693–841 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average 700–847 of those words would be completely decodable.
- Letters 'ir' often stand for /er/; however, they can also stand for other sounds and combinations, including /ie/ + /r/ (*hiring*), /i/ + /r/ (*spirit*), and /ae/ + /r/ (*fair*).
- The letters 'ur' often stand for /er/; however, they can also stand for other sounds and combinations, including /y/ + /er/ (*curious*), /ue/ + /r/ (*uranium*), and /or/ (*four*).
- Students who can decode 'ir' and 'ur' will probably also be able to decode the rare spellings 'irr' (*squirrel*) and 'urr' (*hurry*); those spellings are not explicitly taught in this program.