

Lesson 5

Assessment Spelling Alternative

✓ 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 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)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Compare formal and informal uses of English (L.2.3a)
- ✓ Consult the Individual Code Chart to check spelling (L.2.2e)
- ✓ 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 fiction text read independently (RL.2.1)
- ✓ Acknowledge differences in the points of view of characters, including by reading Dwight's dialogue with expression, in "Dwight's Lights" (RL.2.6)

At a Glance	Exercise	Materials	Minutes
Spelling	Student Spelling Assessment	Worksheet 5.1	15
The /ie/ Sound and Its Spellings	Today's Focus Spellings	Vowel Code Flip Book; Spelling Card for 'igh' > /ie/ (<i>night</i>); Individual Code Chart; green markers; /ie/ Spelling Tree; previously prepared and new spelling leaves	10
	Practice: Synonyms and Antonyms	Worksheet 5.2	15
Reading Time	Partner Reading: "Dwight's Lights"	<i>The Job Hunt</i> ; Worksheet 5.3	20

Advance Preparation

Prior to this lesson, remove three or four leaves from each branch of the /ie/ Spelling Tree. For words spelled with 'i', be sure to remove both one-syllable and multi-syllable words. You will use these leaves for review today and will reattach them during the lesson.

Add a new branch to the Spelling Tree, labeling it 'igh', and write the following words on leaves to add to the tree during the lesson: **light, bright, high, night, fight, fright, and sight**.

10 Student Spelling Assessment



Worksheet 5.1

- 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.

- | | | |
|------------|------------|-------------|
| 1. moon | 6. oil | 11. enjoy |
| 2. yawn | 7. destroy | 12. vault |
| 3. spoiled | 8. crawl | 13. cowboy |
| 4. hawk | 9. cartoon | 14. coin |
| 5. spool | 10. causes | 15. haunted |

- Direct students' attention to the lines on the bottom of the worksheet.
- Tell students to write the sentence "My sister enjoys horses." Slowly repeat this sentence twice.
- At the end, read each spelling word one more time.
- After all the words have been read one last time, 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 then go on to the sentence.

Note to Teacher

At a time later 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 patterns beginning to develop or persisting among individual students.

The /ie/ Sound and Its Spellings

25 minutes

Today's Focus Spellings

10 minutes

See the Pausing Point for additional instructional resources for the /ie/ sound and its spellings.

- Display the Vowel Code Flip Book; also have the Spelling Card listed in the At a Glance readily available. Today's letter-sound correspondence can be found on the following page of the Vowel Code Flip Book.

Vowel Code Flip Book

1. 'igh' > /ie/ (*night*) Vowel Code Flip Book page 9

- Point to the /ie/ Spelling Tree and ask students to say the sound the different spellings on the various branches of this tree represent. (/ie/) Then point to each branch, noting the specific spelling and reading sample words on each branch: 'i_e', 'ie', and 'i'. Read two sample words for 'i': one that is a multi-syllable word in which the letter 'i' occurs at the end of a syllable and one that is a one-syllable word ending in either 'ild' or 'ind'.
- Shuffle the leaves you removed prior to the lesson. Display one leaf at a time and ask the class to read the word aloud. Call on a student to tell you where the leaf should be placed and then ask that student to tape the leaf to the correct branch.
- Tell students today they will learn another new spelling for the /ie/ sound.
- Point to the new 'igh' branch you have added to the tree and tell students the letters 'igh' may also be used to represent the /ie/ sound in words.
- Hold up one of the leaves and point out the 'igh' spelling for the /ie/ sound. Call on a student to read the word. Then have the student tape the leaf to the appropriate branch of the tree.
- Continue until all the words have been read and the leaves have been placed on the appropriate branch.
- Show students the Spelling Card for 'igh' > /ie/ (*night*). Have students read the sample word. Discuss the power bar.
- Turn to **Vowel Code Flip Book page 9** and put the Spelling Card on the appropriate space.
- Ask students which of the five spellings they have learned for /ie/ has the longest power bar. Explain that 'i' is used as a spelling for /ie/ in more words than 'i_e', which is used as a spelling for /ie/ in more words than 'igh', which is used as a spelling for /ie/ in more words than 'ie'.

Note: Students may notice and comment there is still one additional spelling for /ie/ on the Vowel Code Flip Book page that has not yet been taught, /ie/ spelled as 'y'; this spelling will be taught in the next lesson.

- Today's letter-sound correspondence can be found on the following page of the Individual Code Chart.

Individual Code Chart

1. 'igh' > /ie/ (*night*) Individual Code Chart on page 8

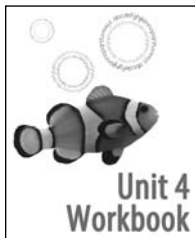
- Distribute the green markers. Have students turn to **Individual Code Chart page 8**. Guide students in outlining the appropriate card on the chart as well as the spelling.
- Write the following words on the board, one at a time, and read each one aloud as a class.

- | | |
|----------|----------|
| 1. high | 4. might |
| 2. sigh | 5. night |
| 3. light | 6. right |

- Circle the 'igh' spelling and note 'igh' is used to spell the long vowel /ie/ sound in these words. This spelling is sometimes used when the /ie/ sound occurs at the end of a word, but is more often used when the /ie/ sound occurs in the middle of a word.

Practice: Synonyms and Antonyms

15 minutes



Worksheet 5.2

- Have students tear out Worksheet 5.2.
- Guide the class in reading the 'igh' > /ie/ words in the box aloud.
- Remind students of the meaning of the words *synonym* and *antonym* and review the completed first sentence as an example. Explain that each word in the box will complete one of the sentences on the worksheet.
- Complete one or two additional examples and then have students finish the remainder of the worksheet independently. Make sure students know there are additional items on the back of the worksheet.
- If time permits, have students select a few words from the worksheet to add to the Spelling Tree for /ie/.

Reading Time

20 minutes

Partner Reading: "Dwight's Lights"

Introducing the Story



"Dwight's Lights"

- Remind students they have been reading stories about Kurt and Kim, as Kim hunts for a job. So far, Kim has not really started her search for a job because she and Kurt stopped to listen to the drummers in Drummer's Grove, a special place in Prospect Park, which is located in Brooklyn, New York.
- Tell students today they will read a story called "Dwight's Lights" in which Kim starts her job search in earnest. Ask students to find the story listed in the Table of Contents and turn to the correct page in the Reader. Ask students if they have any predictions about where Kim's job hunt will lead them today.
- Write an exclamation point on the board and ask students what this type of punctuation tells the reader to do. (read with excitement) Tell students they will see exclamation points throughout "Dwight's Lights." Also, let them know there is a paragraph written in bold. Like the exclamation point, bold lettering tells the reader the words are to be emphasized. Challenge students to read with expression, especially when they read sentences with exclamation points and bold letters.

Previewing the Spellings

- You may wish to preview the following spellings with students before reading today's story.

/ie/			
'igh'	'i_e'	'ie'	'i'
Dwight	smile	necktie	quiet
lights	price		
bright	twice		
sight	likes		
right			

Previewing the Vocabulary

- Preview the following vocabulary and/or phrases before reading today's story.

- har har har**—a laughing sound
- dorm room**—a room in a dormitory, where college students live
- "...the man's face fell..."**—to quickly go from smiling to not smiling
- shift**—to change direction or tone; Dwight goes from a loud to a quiet voice
- "...the job opening was filled..."**—someone was already hired for the job

Purpose for Reading

- Ask students to predict whether Kim will get a job at Dwight's Lights. Tell them to read the story to find out if their predictions are correct.
- Tell partners to take turns reading. When they finish, tell them to work together to complete Worksheet 5.3.

Wrap-Up

- Ask students if their predictions for the story were correct.
- Use the discussion questions to guide your conversation about "Dwight's Lights." If time permits, review the answers to Worksheet 5.3.



Worksheet 5.3

Discussion Questions on “Dwight’s Lights”

1. *Literal* What sort of place is Dwight’s Lights? (Dwight’s Lights is a store that sells lights and lamps.)
2. *Inferential* Why do you think Dwight has all of the lights in his store turned on? (Answers may vary but should include reference to the fact that it is a lighting store and should have lights on display.)
3. *Evaluative* Describe Dwight’s personality. (Possible answers include energetic, pushy, outgoing, enthusiastic, loud.)
4. *Inferential* What does it mean to say Dwight’s face fell? (He stopped smiling because he realized Kim and Kurt were not going to buy anything.)
5. *Literal* Did Kim get the job? Why or why not? (No; the job was filled.)

Supplemental Materials

- Decodable words:

- | | | |
|----------|----------------|---------------|
| 1. high | 6. bright | 11. tight |
| 2. light | 7. fight | 12. lightning |
| 3. might | 8. sight | 13. sigh |
| 4. night | 9. flight | 14. slight |
| 5. right | 10. frightened | 15. highway |

- Decodable homophones:

- | | | |
|---------------|----------------|--------------------|
| 1. might—mite | 2. right—write | 3. sight—site—cite |
|---------------|----------------|--------------------|

- Phrases and sentences:

- | | |
|-----------------------------|--|
| 1. high on the hog | 7. That light is too bright! |
| 2. Look on the bright side. | 8. Lightning struck the tree. |
| 3. tight-fisted | 9. The cat and dog are fighting. |
| 4. light bulb moment | 10. Clay had a nightmare. |
| 5. light on his feet | 11. fighting words |
| 6. my way or the highway | 12. It scared the daylights out of me! |

- Wiggle Cards:

1. grab your right foot
2. lie down
3. jump high
4. go night night
5. hold up your right hand

- Chain:

high > sigh > sight > light > night > fight > might > tight > right > bright

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average 702–847 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average 706–852 of those words would be completely decodable.
- 'igh' is generally pronounced /ie/.

Spelling Analysis Directions

Unit 4 Lesson 5

- Write students' names in the column provided.
- Place an X in the column of any word students did not spell correctly.
 - If students misspelled numbers 2, 4, and/or 8, then you may wish to review 'aw' as /aw/.
 - If students misspelled numbers 10, 12, and/or 15, then you may wish to review 'au' as /aw/.
 - If students misspelled numbers 3, 6, and/or 14, then you may wish to review 'oi' as /oi/.
 - If students misspelled numbers 7, 11, and/or 13, then you may wish to review 'oy' as /oi/.
 - If students misspelled numbers 1, 5, and/or 9, then you may wish to review the sounds and spellings of /oo/.

Spelling Analysis Chart Lesson 5

[illegible]