

Lesson 8

Spelling Alternatives Tricky Spelling

✓ 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.

- ✓ Use both regular and irregular past-, present-, and future-tense verbs orally and in own writing (L.2.1d)
- ✓ 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)
- ✓ Use sentence-level context as a clue to the meaning of a word or phrase (L.2.4a)
- ✓ 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)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Warm-Up	Action Verbs	Wiggle Cards	5
The /oe/ Sound and Its Spellings	Today's Focus Spellings	the /oe/ Spelling Tree; new spelling leaves; tape	25
Practice	Fill in the Blank	Worksheet 8.1	10
Reading Time	Close Reading: "The Diner"	<i>The Job Hunt</i> ; Worksheet 8.2	20
Take-Home Material	"The Gym"; Comprehension Questions	Worksheets 8.3, 8.4	*

Advance Preparation

Write the following words on leaves for the /oe/ Spelling Tree: **old, told, bold, colt, roll, stroll, most, post.**

Action Verbs

- Select eight Wiggle Cards from your Wiggle Card files. Include action verbs calling for specific movements. The following cards are suggestions:
 - dance to the music
 - crawl on the floor
 - squawk like a chicken
 - flap your arms like a hawk
 - eat sausage
 - catch a fish
 - get your coat
 - moan and groan
- Display cards one at a time and ask students to read each card.
- Ask one student to isolate and identify the specific action verb on each card.
- Ask students to perform the action described. Repeat for the remaining cards.

The /oe/ Sound and Its Spellings

25 minutes

Today's Focus Spellings

- Tell students you will start today's lesson by reviewing the spellings they have already learned for the /oe/ sound. Direct students' attention to the Spelling Tree for /oe/.
- Remind students they have learned three different ways to spell the /oe/ sound.
- To review, point to the 'o_e' branch and ask students to read three words with the 'o_e' spelling. Next, point to the 'oe' branch and ask students to read three words with the 'oe' spelling. Finally, point to the 'o' branch and ask students to read three words with the 'o' spelling.
- Be sure to remind students that in multi-syllable words, the letter 'o' is pronounced as /oe/ when it comes at the end of a syllable. Write the following words on the board, pointing to the 'o' at the end of the first syllable and reading each word to reinforce this concept.

1. so | lar 2. o | pen 3. o | ver 4. o | val

- Remind students the multi-syllable words in their books are not divided into syllables, so when students are not sure where or how to divide a multi-syllable word with 'o' into syllables, they should try pronouncing the 'o' as either /oe/, as in the open syllable words previously listed, or /o/, as in the following words.

- Write the following words on the board, pointing to each syllable in which the 'o' is followed by a consonant, reading each word with the /o/ sound to reinforce this concept.

1. com | ic

2. mod | el

3. rott | en

- Refer back to the 'o' branch of the /oe/ Spelling Tree and ask students whether the leaves presently attached to the branch are one-syllable or multi-syllable words. Explain that most of the time when 'o' is used as a spelling for /oe/, it is used in multi-syllable words. However, there are a few one-syllable words with the /oe/ sound spelled with the letter 'o'.
- Write the word *cold* on the board. Point to the letter 'o' and note it is followed by a consonant. Tell students they may think this word should be sounded out as /k/ /o/ /l/ /d/ since the word *cod* is sounded as /k/ /o/ /d/. Write the following words under *cold* and guide students in reading each of these words.

1. cold

4. gold

7. sold

2. hold

5. bold

8. old

3. fold

6. mold

- Underline 'old' as you read each word, pointing out the pattern.
- Explain there are other groups of one-syllable words in which the letter 'o' also represents the /oe/ sound. Write the following words on the board and guide students in sounding out each word with the /oe/ sound.

1. roll

4. colt

7. most

2. toll

5. bolt

8. post

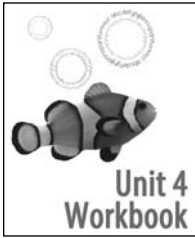
3. stroll

6. jolt

9. host

- Underline the word endings, 'oll', 'olt', and 'ost', as you read each word, pointing out the pattern.
- Shuffle the leaves in which one-syllable words have the /oe/ sound spelled with 'o'. Have students read each word one at a time. Next, ask a student to use the word orally in a sentence and then tape it on the correct branch of the /oe/ Spelling Tree.

Fill in the Blank



Worksheet 8.1

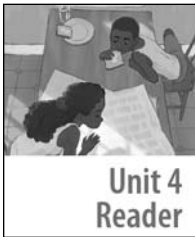
- Ask students to tear out Worksheet 8.1. Complete the worksheet with students as a whole group activity.

Reading Time

20 minutes

Close Reading: “The Diner”

Introducing the Story



“The Diner”

- Ask students if they can name the different places Kim has visited so far to look for a summer job (Dwight’s Lights, the gym, and the corner market).
- Tell students today’s story is called “The Diner.” Ask students if they know what a diner is. Discuss with students what people do at a diner.
- Ask students to look at the Table of Contents to find the page number for the story.

Previewing the Spellings

- Preview the following spellings with students before reading today’s story.

/ie/		
‘igh’	‘i_e’	‘i’
high	quite	di ner
sight		
mid night		

Previewing the Vocabulary

- Preview the following vocabulary/phrases before reading today’s story.

1. **diner**—a restaurant usually open until late in the night; diners serve different types of food, including breakfast at all hours and American foods like hamburgers and hot dogs
2. **waitress**—a woman who works at a restaurant, taking food orders and bringing the food to customers. (A man who works at a restaurant is a waiter.)
3. **a.m.**—the abbreviation (*ante meridiem*) stands for times starting at midnight until 11:59 the next morning

Close Reading

- Have students partner read “The Diner.”
- After students have finished reading “The Diner” with their partners, lead students in a close reading of the text by doing the following:
 - asking text-dependent questions that require students to draw on evidence from the text;
 - identifying and discussing general academic (Tier 2) vocabulary;
 - discussing sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences; and
 - engaging students in a culminating writing activity completed independently, if possible.
- There are many ways for students to respond to the questions you present and you may want to change the way in which you ask for students’ responses in each lesson or even during the lesson to improve student engagement. Here are some suggestions:
 - Have students work as partners. Following each question, direct students to consult with their partner about the correct response, before one student then raises his/her hand to respond.
 - Have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response, before one student then raises his/her hand to respond.
 - Following a question, ask all students to provide a written response, before asking an individual student to respond orally.

Teacher Overview

Main Idea and Key Details: The main idea of “The Diner” is to explain the types of jobs available in a diner and the unique characteristics of a diner versus other restaurants. Key details of the text include Kim orders pancakes and explains to Kurt that diners have pancakes available for order all day long not just at breakfast time. Kim explains the kinds of jobs needed at a diner. Kim is offered a job as a dishwasher but as the job lasts late into the night, Kim turns it down.

Synopsis: The story “The Diner” tells about Kim and Kurt eating a meal in a diner. In the process of eating, Kim inquires about a job and Kurt learns about the jobs available in a diner as well as one unique aspect of a diner menu.

Lesson

Text From Student Reader	Vocabulary Instruction	Text-Dependent Questions	Responses
<ul style="list-style-type: none"> The text of the Student Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading. 	<ul style="list-style-type: none"> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. 	<ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. Begin with a “winnable” question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence or paragraph. 	<ul style="list-style-type: none"> Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text.
<p>Page 48</p> <p>The next place Kim went to look for a job was a diner.</p> <p>“I’ll just drop off my name and number and then we can go on to the next place,” she said.</p>		<p>Kim says, “I’ll just drop off my name and number.” What does she mean?</p>	<p>Kim means she will write down her name and telephone number and leave them at the diner for the boss to use to contact her.</p>
<p>“No, no,” said Kurt. “I don’t think you should do that.”</p> <p>“Why not?” said Kim.</p> <p>“You would not like to take a job in a diner without tasting the food to find out if it’s good.”</p> <p>“Hmmm. I think that you would like to test the food at the diner, Mister Gelato!”</p> <p>Kurt nodded.</p>	<p>diner—a restaurant usually open until late in the night; diners serve different types of food, including breakfast at all hours and American foods like hamburgers and hot dogs.</p>	<p>How can you use the text to infer the meaning of the word <i>diner</i>?</p>	<p>Kurt says, “You would not like to take a job in a diner without tasting the food.” So we can tell it is a place that serves food. Further down we see that Kim and Kurt go to sit at the counter. Only some kinds of restaurants would have a counter to serve food.</p>
<p>They went in. The place was packed. All the booths were taken. There were people sitting on most of the stools. A waitress passed by with a huge tray piled high with dishes. It was quite a sight.</p> <p>“There’s a spot at the counter over there,” said Kim. “Let’s grab it.”</p>		<p>What is the meaning of the phrase <i>the place was packed</i>?</p>	<p>It means there were lots of people everywhere inside the business. The text says, “All the booths were taken. There were people sitting on most of the stools. A waitress passed by with a huge tray piled high with dishes. It was quite a sight.”</p>

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<p>Page 50</p> <p>Kurt and Kim waited. After five minutes a waitress came by.</p> <p>“Hi,” said Kim. “I would like to ask if you are hiring.”</p> <p>“And I would like to ask if the milkshakes here are good,” said Kurt.</p> <p>“You won’t find a better milkshake in all of Brooklyn,” said the waitress. “Would you like to try one?” Kurt nodded. He ordered a hot dog, fries, and a milkshake.</p> <p>“I’ll just have coffee and pancakes,” said Kim.</p> <p>“Okay,” said the waitress. “I’ll check with the boss to see if he’s hiring.”</p> <p>“Did you just order pancakes for lunch?” Kurt asked.</p> <p>Kim nodded.</p> <p>“That seems odd,” said Kurt.</p> <p>“No, it’s not,” said Kim. “You can get pancakes all day long in a diner.”</p> <p>“If you say so,” said Kurt.</p>	<p>waitress—a woman who works at a restaurant, taking food orders and bringing the food to customers. (A man who works at a restaurant is a waiter.)</p> <p>boss—a person who is in charge of running a business establishment</p>	<p>On page 50, we learn one more thing that makes a diner different from other restaurants. What is it?</p>	<p>At a diner you can get pancakes all day long, not just at breakfast time.</p>
<p>Page 52</p> <p>“So, what kinds of jobs do they have in a diner?” Kurt asked.</p> <p>“They have the waiters and waitresses. They take orders and bring food,” Kim explained.</p> <p>“There are people back in the kitchen, too. There is a cook and someone to clean the dishes.”</p> <p>The boss came over. “So, you would like a summer job?” he asked Kim.</p> <p>“Yes.”</p>		<p>There are different types of jobs in a diner. What jobs are described in this chapter?</p>	<p>Wait staff (including both waiters and waitresses)—they take orders and bring food</p> <p>Cooks who prepare the food</p> <p>Someone to clean the dishes</p>

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<p>“Can you cook?” he asked. “I need a cook in the morning. And I need someone to clean dishes at night.”</p> <p>“I’m not going to lie,” Kim told the man. “I’m not the best cook. But I don’t mind cleaning dishes.”</p> <p>“Well, to clean dishes, you would stay until midnight or one a.m. sometimes.”</p> <p>“That’s late for me,” said Kim. “That might not be the best job for me. But thank you for your time.”</p> <p>“Thank you, too,” said the boss.</p>	<p>a.m.—the abbreviation (<i>ante meridiem</i>) stands for times starting at midnight until 11:59 the next morning</p>	<p>Kim was offered a job in the diner. Why didn’t she take it?</p>	<p>She would have to stay until midnight or one a.m. to clean the dishes and that was too late for her.</p>
		<p>Turn and Tell: Summarize what Kurt learned about diners in this story.</p>	

Note to Teacher

You may not have time to complete the worksheet. It is provided here and may be used during this lesson if time permits or used at a later time in the unit.

Wrap-Up

- Ask students to turn to Worksheet 8.2 and summarize what Kurt learned about diners.



Worksheet 8.2

Take-Home Material

"The Gym"; Comprehension Questions

- Ask students to take home Worksheets 8.3 and 8.4 to complete.

Supplemental Materials

- Decodable words:

- | | |
|----------|------------|
| 1. old | 11. jolt |
| 2. told | 12. bolt |
| 3. cold | 13. most |
| 4. hold | 14. post |
| 5. fold | 15. host |
| 6. gold | 16. roll |
| 7. bold | 17. toll |
| 8. sold | 18. stroll |
| 9. scold | 19. scroll |
| 10. colt | 20. troll |

- Phrases and sentences:

- | | |
|---------------------|--------------------------------------|
| 1. Hold the line! | 4. Who do you like the most? |
| 2. Hold the door! | 5. Pay the toll. |
| 3. How old are you? | 6. A lightning bolt struck the tree. |

- Wiggle Cards:

- | | |
|-------------------|--------------------------------|
| 1. take a stroll | 3. paw the air like a colt |
| 2. hold your nose | 4. fold your hands in your lap |