

Lesson 9

Spelling Alternatives Review 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.

- ✓ Capitalize holidays, product names, and geographic names (L.2.2a)
- ✓ 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)
- ✓ 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 Kurt's dialogue, with expression, in "The Subway" (RL.2.6)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Nouns and Action Verbs	Spelling Trees	10
The /oe/ Sound and Its Spellings	Today's Focus Spellings	Vowel Code Flip Book; Spelling Card for 'ow' > /oe/ (<i>snow</i>); Individual Code Chart; green markers; /oe/ Spelling Tree; new spelling leaves; tape	15
Practice	The 'ow' Spelling for /oe/	Worksheet 9.1	15
Reading Time	Whole Group: "The Subway"	<i>The Job Hunt</i>	20
Take-Home Material	Reminder		

Advance Preparation

You will need to add an additional branch to the existing /oe/ Spelling Tree. Label this branch 'ow'. In addition, you should prepare leaves with the following words: *slow, snow, grow, throw, glow, yell | ow, win | dow, el | bow, own | ers*.

Write the following sentences on the board for use in the Warm-Up.

1. She baked muffins for us.
2. The man ran to the gym.
3. He read that book at bedtime.
4. The dog jumped over the fence.
5. My teacher lives on a street near the school.

Warm-Up

10 minutes

Nouns and Action Verbs

- Remind students they have worked with nouns and verbs in previous lessons. Ask students to tell you what a noun is (a person, place, or thing) and to give examples of nouns.
- Ask students to tell you what a verb is (an action word telling something somebody is doing, did, or will do). Ask for examples of verbs.
- Refer to the previously prepared sentences on the board.

1. She baked muffins for us.
2. The man ran to the gym.
3. He read that book at bedtime.
4. The dog jumped over the fence.
5. My teacher lives on a street near the school.

- Guide students in reading each sentence aloud. Then ask students to name the action verb. Draw a wiggly line under the action verb.
- Have students identify the nouns in the sentence. Circle the nouns.
- Have students provide a proper noun to replace each common noun.

The /oe/ Sound and Its Spellings

15 minutes

Today's Focus Spellings

- Display the Vowel Code Flip Book; have the Spelling Card listed in the At a Glance readily available. Also have the Spelling Tree for /oe/ ready to be displayed.
- Ask a student to identify one spelling he/she has learned for the /oe/ sound. Once a student names a spelling, point to the matching branch on the /oe/ Spelling Tree. Read six to eight of the leaves for each branch aloud as a class. Follow these steps for all the /oe/ spellings learned.

- Tell students today they will learn a new spelling for the /oe/ sound: 'ow'.
- Direct students' attention to the Vowel Code Flip Book. Today's letter-sound correspondence can be found on the following page of the Vowel Code Flip Book.

Vowel Code Flip Book

1. 'ow' > /oe/ (*snow*) Vowel Code Flip Book page 10

- Turn to **Vowel Code Flip Book page 10** and show students the 'ow' Spelling Card for /oe/, as well as the target word *snow* on the card. Put the Spelling Card on the appropriate space. Discuss the power bar.
- Today's letter-sound correspondences can be found on the following page of the Individual Code Chart.

Individual Code Chart

1. 'ow' > /oe/ (*snow*) Individual Code Chart page 8

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

- | | |
|--------|---------|
| 1. low | 4. show |
| 2. tow | 5. crow |
| 3. row | 6. blow |

- Ask students where the 'ow' spelling occurs in these words (at the end).
- Write the following two-syllable words with the 'ow' spelling on the board, one at a time, and call on students to read each one.

- | | |
|--------------|--------------|
| 1. be low | 3. fell ow |
| 2. bell ow | 4. pill ow |

- Again, point out the 'ow' pronounced as /oe/ occurs at the end of the word.

You may want to point out that *bow* may be pronounced as /b/ /ow/, as in, “The boy bowed to the queen,” or as /b/ /oe/, as in, “Tie a bow in your shoelace.”

- Ask students to recall any other sound ‘ow’ may represent (/ow/). Write the following words on the board one at a time, and call on students to read each one.

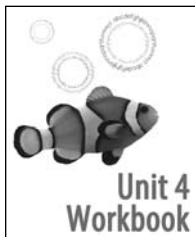
- | | |
|----------|--------|
| 1. down | 5. how |
| 2. clown | 6. cow |
| 3. howl | 7. bow |
| 4. now | |

- Point out the spelling ‘ow’ can also stand for /ow/ in the middle of words, as well as at the end of some words. The spelling ‘ow’ is tricky, so when students see it in a word, they should remember there may be a tug of war between the different sounds. They may need to try both pronunciations and then decide which one makes the most sense in context.
- Now show each of the prepared leaves with the ‘ow’ spellings, one at a time, and read each word aloud as a class. Tape each word to the ‘ow’ branch on the /oe/ Spelling Tree.

Practice

15 minutes

The ‘ow’ Spelling for /oe/



Worksheet 9.1

- Have students tear out Worksheet 9.1. Complete the front as guided practice with the class. If students are ready, have them complete the back independently.

Reading Time

20 minutes

Whole Group: “The Subway”

Introducing the Story



“The Subway”

- Ask students to tell you the places where Kim has already looked for a job. (a gym, a corner market, Dwight’s Lights, and a diner)
- Tell students today’s story does not involve Kim applying for a job, but instead it is about her subway ride from Brooklyn to Manhattan. Explain to students that Brooklyn and Manhattan are boroughs (a neighborhood consisting of a county, cities, villages, and towns) in New York City. To get to Manhattan from Brooklyn, Kim and Kurt will take a subway to go under a river.

Lesson 2 of the Teacher Guide contains information about the manner in which New York City is divided into boroughs, as well as information about the subway system. You may wish to review this information before reading “The Subway.”

- Ask students if they have ever ridden on a subway before. Refer to Lesson 2 to build background knowledge, if necessary, on the subway system.

Previewing the Spellings

- You may wish to preview the following spellings before reading today’s story.

‘ea’	‘ai’	‘ay’	‘er’	Other multi-syllable words
meal	train	sub way	riv er	fin ished
breath ing	wait ed	day	un der	wait ress
seats	air	swayed	clo ser	Man hatt an
hear			bett er	plat form
East				in side

Previewing the Vocabulary

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

1. **to leave a tip**—to give money beyond what is required to pay for a meal to a waitress for their service
2. **Times Square**—a busy area of Manhattan consisting of shops and theaters
3. **East River**—a river running through New York City
4. **platform**—a raised area where patrons wait for the subway or train

Purpose for Reading

- Ask students to think about the modes of transportation they use to get to different places: a car, a bus, an airplane, a bike, etc. Tell students when they read “The Subway,” they should think of the ways the subway is similar to or different from the modes of transportation they have used before.

Reading Supports

- When Kurt says “Manhattan?” with a loud sigh, ask students to demonstrate what a loud sigh sounds and looks like. Encourage students to reread “Manhattan?” with expression.
- When Kim explains that *sub-* means *under*, tell students you are thinking of another word that starts with *sub-* something that goes underneath the surface of water. Ask students if they can guess what you are thinking of (a submarine: *marine* refers to the ocean and a *submarine* is a vessel that can travel far down into the depths of the sea).

Wrap-Up

- Use the following questions to discuss “The Subway.” Encourage students to answer in complete sentences.

Discussion Questions on “The Subway”

1. *Literal* Why does Kim want to go to Manhattan? (Kim goes to Manhattan because she is not having any luck finding a job in Brooklyn.)
2. *Literal* Describe the inside of the subway train. (Inside a subway, there are seats as well as straps for people to hold onto; there are windows to look outside.)
3. *Literal* What sounds does the subway make? (The subway makes squeaking and creaking sounds.)
4. *Literal* Why was Kurt having difficulty breathing? (Kurt was having difficulty breathing because the subway was crowded.)
5. *Literal* Did Kurt and Kim end up getting seats? (Yes, Kurt and Kim got seats after people got off at Wall Street.)

Take-Home Material

Reminder

- Remind students to study for the Spelling Assessment in Lesson 10.

Supplemental Materials

- Decodable words:

- | | |
|-----------|-------------|
| 1. grow | 7. low |
| 2. know | 8. snow |
| 3. own | 9. elbow |
| 4. show | 10. slow |
| 5. yellow | 11. rainbow |
| 6. window | 12. bellow |

- Decodable homophones:

- | | |
|--------------------|--------------|
| 1. no—know | 4. so—sow |
| 2. toe—tow | 5. rose—rows |
| 3. rode—road—rowed | 6. row—roe |

- Wiggle Cards:

- | | |
|------------------------|-----------------------------|
| 1. show me your hands | 4. act like you are growing |
| 2. show me your elbows | 5. look out the window |
| 3. follow me | 6. row your boat |

- Chain:

1. foal > coal > coat > boat > bat > bet > beet > bee > bow > row > grow > throw > crow

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average 707–855 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average 713–862 of those words would be completely decodable.
- 'ow' is a tricky spelling; it can stand for /ou/ (cow) or /oe/ (snow).