

# Lesson 11

## 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.

- ✓ 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)
- ✓ Use collective nouns (e.g., *group*) (L.2.1a)
- ✓ Capitalize holidays, product names, and geographic names (L.2.2a)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	Introduce Spelling Words	Worksheet 11.1	10
<b>The /ee/ Sound and Its Spellings</b>	Review of the /ee/ Sound and Its Spellings	new Spelling Tree for /ee/; previously prepared leaves	15
	Tricky Spelling 'e'	new Spelling Tree for /ee/; previously prepared leaves and blank leaves; Vowel Code Flip Book; Individual Code Chart; Spelling Card for 'e' > /ee/ ( <i>me</i> ); tape; green markers	20
<b>Reading Time</b>	Whole Group: "Wall Street"	<i>The Job Hunt</i>	15
<b>Take-Home Material</b>	Spelling Letter Words and Practice of /ee/ Spellings	Worksheets 11.1, 11.2	*

### Advance Preparation

You will need to prepare a new Spelling Tree for the /ee/ sound. Label the trunk of the tree /ee/ and then add eight branches, with the longest branch on the bottom labeled as 'y'; the following branches should go in this order, from longest to shortest: 'e', 'ee', 'ea', 'ie', 'ey', 'e\_e', followed by odd ducks.

In addition, you will need to write the following words on leaves for the Spelling Tree.

feet, week | end, yan | kees, three, day | dream, see | saw, Chi | nese,  
su | preme, teach | er, dear, beach, heap | ing, steam, least, ath | lete,  
read | er, steal, cen | tip | ede

Do not underline or bold the spellings on these leaves as students will do that as part of today's exercise. Remember the syllable divisions are provided for your quick reference, if needed, to assist students with chunking. Please do not indicate syllable division on the leaves.

**Note:** In this lesson, you will review the spellings for /ee/ students learned in Unit 2 ('ee', 'ea', and e\_e) as well as introduce the new spelling 'e' for /ee/ when it occurs at the end of a word or an open syllable in a multi-syllable word. The remaining spellings for /ee/: 'y', 'ey', and 'ie' will be taught later in this unit.

## Warm-Up

10 minutes

### Introduce Spelling Words



Worksheet 11.1

- Write 'ow' on the board and remind students they learned the 'ow' spelling could represent the /oe/ sound, especially when this sound occurs at the end of words. Also remind them the spelling 'ow' is tricky, so it can also represent the /ow/ sound, usually in the middle or at the end of words. Tell students the spelling words this week include words in which the 'ow' spelling represents either the /oe/ sound or the /ow/ sound.
- Have students take out the Individual Code Chart. Ask them to turn to the page that has the /oe/ sound with the 'ow' spelling. Ask a student to tell you the example word for the 'ow' spelling for /oe/. Ask students to orally provide three other examples of words with the 'ow' spelling for /oe/. Repeat these steps for the 'ow' spelling for /ow/.
- Write two columns on the board with the headings: 'ow' as /oe/ and 'ow' as /ow/. Write the spelling words in the appropriate columns.
- The spelling words for this week are as follows.

1. **'ow' as /oe/:** be | low, yell | ow, el | bow, rain | bow, snow, sorr | ow, arr | ow
2. **'ow' as /ow/:** plow, flow | ers, growl | ing, pow | der, show | er, me | ow, chow

**Tricky Word:** your

- Read each of the words aloud with students, focusing on the specific spellings in each word. Tell students the Tricky Word for this week is *your*.
- Tell students they will take home Worksheet 11.1 to share with a family member.
- Remind students to practice their spelling words at home each night.

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

**35 minutes**

### **Review of the /ee/ Sound and Its Spellings**

**15 minutes**

- Show students the /ee/ Spelling Tree you have created. Point to the trunk and say the /ee/ sound aloud.
- Point out there are many branches on this tree representing many different ways in which the sound /ee/ can be spelled. Tell students they have already learned three of the spellings on the tree: 'ee', 'ea', and 'e\_e' in Unit 2 and they will learn the remaining spellings for /ee/ in this unit.
- Tell students you will review the spellings they already know for /ee/. Point to the branches with the spellings 'ee', 'ea', and 'e\_e' one at a time. For each spelling, write an example word on the board (*beet*, *meat*, and *Pete*) guiding students in reading each word.
- Distribute the prepared leaves to student pairs and/or individual students.
- Tell students to find and circle the /ee/ spelling in their word and then read the word together.
- Ask each student pair to show the class their leaf, read the word aloud, use it in an oral sentence, and say which of the /ee/ spellings the word contains. Have students tape their leaf to the appropriate branch on the Spelling Tree.

### **Tricky Spelling 'e'**

**20 minutes**

- Tell students today they will learn the letter 'e' can sometimes be used to represent the long vowel /ee/ sound. However, remind them they already know another sound the letter 'e' can represent.
- Write the following words on the board beneath the heading 'e'.

- |         |               |
|---------|---------------|
| 1. hen  | 4. bed   room |
| 2. red  | 5. happ   en  |
| 3. stem |               |

- Ask students to read these words, pointing out that in these words, the 'e' represents the short vowel /e/ sound they already know. Point out words or syllables in which the 'e' stands for /e/, the 'e' is followed by a consonant.

**Note:** Do not erase these words. You will refer to them again.

Tell students the letter 'e' is a tricky spelling because it can represent more than one sound. They already know it can stand for /e/. Today they will learn words in which 'e' can stand for the /ee/ sound.

- Display the Vowel Code Flip Book; also have the Spelling Card listed in 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. 'e' > /ee/ (*me*) Vowel Code Flip Book page 8

- Turn to **Vowel Code Flip Book page 8** and show students the 'e' Spelling Card for /ee/, as well as the target word *me* on the card. Tape the Spelling Card to the appropriate space.
- Today's letter-sound correspondence can be found on this page of the Individual Code Chart.

### Individual Code Chart

1. 'e' > /ee/ (*me*) Individual Code Chart page 8

- Distribute the green markers. Have students turn to **Individual Code Chart page 8** and outline the 'e' card and spelling.
- Write the following words on the board, point to and circle the 'e' at the end of each word, and ask students to read these words.

- |       |        |
|-------|--------|
| 1. me | 3. he  |
| 2. be | 4. she |

- Explain that when the letter 'e' comes at the end of a word or syllable, it represents the /ee/ sound.

**Note:** The words listed previously were Tricky Words in Kindergarten and Grade 1. They are now decodable words.

- Now write the following multi-syllable words on the board; circle and point to the 'e' at the end of the syllable.

- |              |              |
|--------------|--------------|
| 1. be   low  | 3. e   ven   |
| 2. be   fore | 4. re   peat |

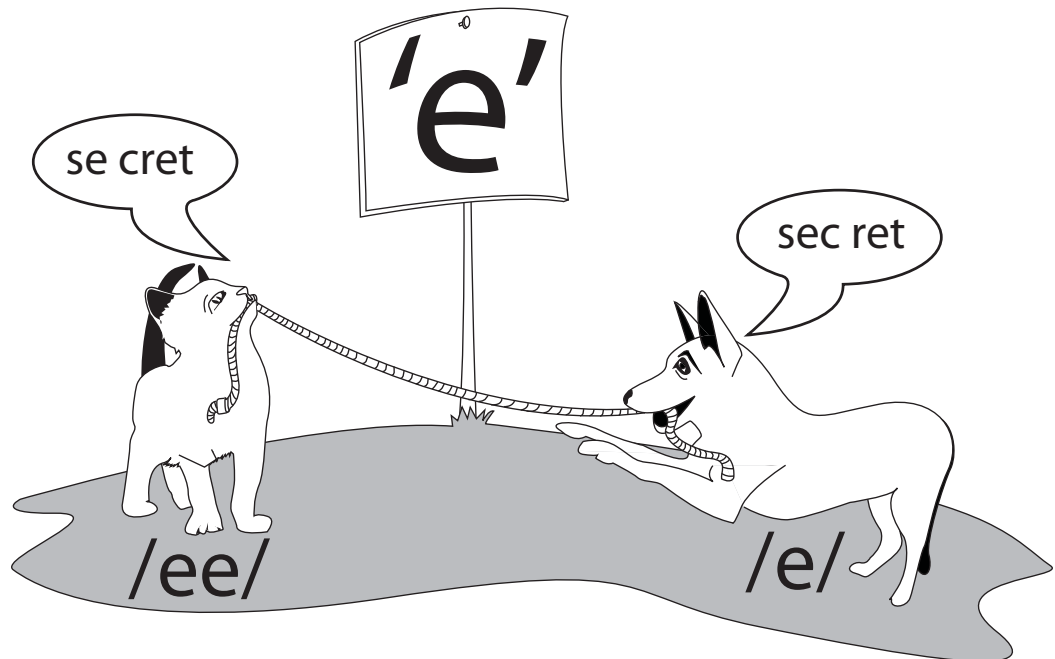
- Restate when the letter ‘e’ comes at the end of a word or syllable, it represents the /ee/ sound.
- Remind students ‘e’ is a tricky spelling. Quickly point to and read the list of words you wrote on the board earlier in which the ‘e’ is followed by a consonant and represents the /e/ sound.
- Tell students to try breaking the word into syllables on their own, perhaps trying both pronunciations to see what makes sense.
- Write *lemon* on the board, but do not read the word aloud or ask students to say the word at this time.
- Tell students, “I am going to say a sentence using this word. I want you to listen carefully and then decide how to read and say this word.”
- Write *le | mon* and *lem | on* underneath *lemon*. Explain both of these are ways they might try chunking the letters in this word into syllables.
- Say, “To make lemonade, you must squeeze a \_\_\_\_\_.”
- Point to the syllables in the first word and model how to sound out the word as it is divided. *Le | mon* is pronounced /lee/ /mon/, with the long vowel /ee/ sound.
- Now point to the second word *lem | on* and model sounding out the word as it is divided: it is pronounced /lem/ /on/ with the short vowel /e/ sound because the ‘e’ is followed by a consonant.
- Ask students which pronunciation makes sense and is a word they recognize. (*lem | on*). Circle *lem | on* and repeat the oral sentence, “To make lemonade, you must squeeze a *lemon*.”
- Review the spelling patterns for the long /e/ versus the short /e/ sound, i.e., ‘e’ is pronounced /ee/ at the end of a syllable or word, but is pronounced /e/ when it is followed by a consonant within the syllable.
- Repeat this procedure with the remaining words and oral sentences: write the target word on the board and then write two different ways it can be broken into syllables. Use the word in an oral sentence, alternately pointing to and saying the /ee/ and /e/ sound. Ask students which word makes sense and then circle the correct word.
- Remind students if the ‘e’ is followed by a consonant within the syllable, it represents the /e/ sound; if it comes at the end of a syllable, it represents the /ee/ sound.

**Note:** Do not write the sentences. You will read them aloud. Only write the bolded words.

See the Pausing Point for additional resources for the tricky spelling ‘e’.

1. I won't tell anyone. I am good at keeping a **se** | **cret/sec** | **ret**.
2. There are 60 **sec** | **onds/se** | **conds** in a minute.
3. The floor was at an **e** | **ven/ev** | **en** level.
4. Have you **e** | **ver/ev** | **er** seen a double rainbow before?
5. You need to put quarters in the parking **me** | **ter/met** | **er**.
6. The book had pictures of ghosts and **de** | **mons/dem** | **ons**.
7. She is **se** | **ven/sev** | **en** years old.

- Remind students the letter 'e' is a tricky spelling, which means it can represent more than one sound. The letter 'e' as a tricky spelling creates a "tug of war" between the /ee/ and /e/ sounds. When reading, students need to practice breaking words into chunks, trying out the two different sounds, and then choosing the sound and pronunciation that makes sense.



- Ask students to look at the words on the board and tell you in which words the letter 'e' represents the /ee/ sound (*secret*, *even*, *meter*, *demons*). Hand out a blank spelling leaf to each student who correctly identifies a word in which the 'e' stands for /ee/. Ask them to write the word on a leaf and then tape it to the correct branch on the /ee/ Spelling Tree.

## Whole Group: “Wall Street”

### Introducing the Story



“Wall Street”

- Remind students that in a previous lesson they read the story “The Subway” in *The Job Hunt Reader*. Kim and Kurt were taking the subway into Manhattan, another borough of New York City, so Kim could look for a job in Manhattan. At the end of the story, the subway had just stopped and many passengers got off the train at that stop. Ask students to recall the name of the subway stop. (Wall Street)
- Tell students the story they will read today is about an area of New York City in Manhattan called Wall Street and the people who work there. Explain that Wall Street is the name of the subway stop and the name of an actual street. It is also used to name or describe an entire area of Manhattan where there are many banks.

### Previewing the Spellings

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

/ee/			/er/	/ie/	/oe/	Other multi-syllable words
‘e’	‘ee’	‘ea’	‘er’	‘y’	‘ow’	
se   cret	street	deal	bank   er	spy	borr   ow	a   gent
e   ven	fees		whis   pered		own	ex   tra

### Previewing the Vocabulary

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

1. **look sharp**—to look dressed up and nice
2. **jab**—to punch
3. **loan**—something a person borrows, such as money, for a certain amount of time; which they will give back

### Purpose for Reading

- Ask students to read to learn more about banks and bankers on Wall Street and some of the things they do.

### Reading Supports

- Ask students to provide a good caption for the picture of Kurt imagining what it might be like to open a store.
- If necessary, model for students the proper intonation for asking questions. Encourage students to read with expression.

## Wrap-Up

- Use the discussion questions to guide your conversation about “Wall Street.”

### Discussion Questions on “Wall Street”

1. *Literal* Describe the man who gets on the train at the Wall Street stop. (The man is dressed in a black jacket, white shirt, and red tie.)
2. *Inferential* Why do you think Kurt thinks the man might be a spy or secret agent? (He looks sharp and is very nicely dressed; maybe this is how spies look in movies and TV shows Kurt has seen.)
3. *Literal* What does Kim think the Wall Street man’s job might be? (Kim thinks the man may be a banker.)
4. *Literal* What do banks do with people’s cash? (They keep people’s cash safe until they need it and use their extra cash to make loans to people who want to borrow money.)
5. *Literal* Why does Kim think she would not be able to get a summer job at a bank? (You need to have finished two to three years of college to work at a bank and she has only finished one.)

## Take-Home Material

### Spelling Letter Words and Practice of /ee/ Spellings

- Ask students to take home Worksheets 11.1 and 11.2.

## Supplemental Materials

*Be, he, me, she, and we* were Tricky Words. Now they can be seen as part of a spelling pattern.

- Decodable homophones:

1. be—bee

2. we—wee

- Phrases and sentences:

1. between a rock and a hard place

2. behind her back

3. behind the times

4. odd or even

5. rob Peter to pay Paul

6. 100 meter dash

7. neon lights

8. relay race

9. running a fever

10. The campsite is beyond the hill.

11. Jennie is telling Steven a secret.



- Wiggle Cards:

1. point at a female
2. relax

- Chain:

1. he > she > me > we > be > bee > beet > beat > bean > mean

### ***Code Knowledge***

- Before today's lesson: If students read 1,000 words in a trade book, on average 713–862 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average 734–866 of those words would be completely decodable.
- 'e' is a tricky spelling; it can stand for /e/ (*pet*) or /ee/ (*reflex*), or schwa (*telephone*).