

Lesson 5

Assessment Spelling Alternatives Review

✓ 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.

- ✓ 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)
- ✓ Describe how characters in a fiction text that has been read independently respond to major events and challenges (RL.2.3)
- ✓ 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)
- ✓ 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 phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)

At a Glance	Exercise	Materials	Minutes
Spelling	Spelling Assessment	Worksheet 5.1	15
The /u/ Sound and Its Spellings	Spelling Alternatives Chart	Worksheets 5.2, 5.3; /u/ Spelling Tree; blank spelling leaves	20
Reading Time	Partner Reading: "The Hungry Troll"	<i>Sir Gus</i> ; Worksheet 5.4	25

10 Spelling Assessment

- 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. mommy	6. pretty	11. neatly
2. daddy	7. grumpy	12. ugly
3. happy	8. jelly	13. slowly
4. angry	9. empty	14. funny
5. chilly	10. quickly	Tricky Word: alphabet

- Direct students' attention to the lines on the bottom of the worksheet.
- Tell students to write the sentence, "We can write the alphabet." Slowly repeat this sentence twice.
- At the end, read each spelling word once more.
- After all the words have been called out, 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 onto the sentence.
- Circle the following words on the board. Ask students to turn Worksheet 5.1 over to the back and write the words in alphabetical order.

1. lance 2. eels 3. horse

- Give students about three minutes to do this.
- Then, write the three words in alphabetical in order for students to correct their work.

1. eels 2. horse 3. lance

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 that are beginning to develop or are persistent among individual students.

The /u/ Sound and Its Spellings

20 minutes

Spelling Alternatives Chart



Worksheets 5.2, 5.3

See the Pausing Point for additional instructional activities for the /u/ sound and its spellings.

- Have students tear out Worksheets 5.2 and 5.3.
- Explain that the chart on Worksheet 5.2 shows a set of words with the /u/ sound. The words have been sorted into columns according to the spelling used for /u/.
- Ask students to read the words in each column as a class. Use this as an opportunity to review any unfamiliar vocabulary by using the words in an oral sentence.
- Tell students that Worksheet 5.3 has a set of questions for them to answer using the chart on Worksheet 5.2.
- Have students complete these worksheets with a partner. Move around the room while students work. Discuss the questions with them and remind students of the spelling patterns for /u/.
- If time permits, ask some students to share the sentences they created for the last question.
- Have students select a few words from the chart to add to the Spelling Tree.

Reading Time

25 minutes



Chapter 4: "The Hungry Troll"



Worksheet 5.4

Partner Reading: "The Hungry Troll"

Introducing the Story

- Remind students that the last story they read was "All's Well That Ends Well."

Previewing the Spellings

- Preview the following spellings before reading today's story:

'o_e' > /u/	'ou' > /u/	'o' > /u/	'y' to 'i' and -es
come	coun try	no thing	carry—carr ies
	fa mous	broth ers	
		re cov ered	
		months	

Previewing the Vocabulary

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

1. **troll**—an ugly and nasty character in fairy tales who usually lives in caves or under bridges
2. **monstrous**—(related to monsters) an adjective meaning something is terrible and horrifying, like a monster
3. **thunderous**—(related to thunder) an adjective describing a loud noise like thunder
4. **sire**—a title of address used for a man of royalty
5. **loathsome**—highly offensive

Purpose for Reading

- Tell students they will read this story with a reading partner. Remind students that, just as before, they will both read the first page silently, then one partner will read that page aloud. Next, they will both read the second page silently, then the other partner will read that page aloud, and so on. Remind students to use the Individual Code Chart to help sound out words and to ask their partners questions when they encounter confusing parts in the story.
- Ask students to think of King Alfred and his personality, and predict what he will do when he receives his stolen ring.
- If students finish early, they should work with their partner and complete Worksheet 5.4.

Wrap-Up

- Discuss the following questions with students.

Discussion Questions on “The Hungry Troll”

1. *Literal* What does Sir Gus do with the ring? (He gives it back to the king.)
2. *Inferential* What does it mean to say the knights “carried with them” the story of Sir Gus and the ring? (They traveled back to their homes and told everyone the story they had heard.)
3. *Literal* Why didn't Sir Gus hear the troll? (He was sleeping and snoring.)
4. *Inferential* The king sends a knight to fetch Sir Gus. What is a synonym for *fetch*? (*get*)
5. *Inferential* Why does Sir Gus say “Doe, your dajesty” instead of “No, your majesty”? (He has a cold and his nose is stuffed up, changing his speech. You might want to let students try holding their nose shut with their fingers and saying the phrase, “No, your Majesty,” so they can hear that a stuffy nose really does impact speech!)

- Ask students to turn to Worksheet 5.4, if they have not already done so, and complete it with their partners.

Spelling Analysis Directions

Unit 5 Lesson 5

- Students are likely to make the error of spelling the sound /ee/ with an 'e' as opposed to the letter 'y'. Additional practice has been provided in the Pausing Point pages for this lesson.
- The second most likely error may be one of incorrectly alphabetizing the words on the back of the spelling assessment. Additional instruction will be given with this skill as the unit progresses.
- Although any of the above student-error scenarios may occur, you should still be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors the student makes in the analysis chart. For example:
 - Is the student consistently making errors on specific vowels? Which ones?
 - Is the student consistently making errors on double consonants?
 - Is the student consistently making errors at the end of the words?
 - Is the student consistently making errors on particular beginning consonants?

Spelling Analysis Lesson 5

[illegible]