

# Lesson 24

## Tricky Spelling

- ✓ 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 and write words with the following letter-sound correspondences: 'a' > /ə/ (*about*), 'e' > /ə/ (*debate*) (RF.2.3e)
- ✓ 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)
- ✓ Demonstrate command of the conventions of standard English grammar and usage when speaking when playing a grammar game (L.2.1)
- ✓ Use collective nouns (e.g., *group*) (L.2.1a)
- ✓ Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*) (L.2.1b)
- ✓ Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*) (L.2.1d)
- ✓ Use adjectives and adverbs, and choose between them depending on what is to be modified (L.2.1e)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>Subject and Predicate</b>	sentence strips; container	10
<b>The Tricky Spelling 'o_e'</b>	<b>Sound Sort</b>	Worksheet 24.1	20
<b>Reading Time</b>	<b>Partner Reading: "Revenge"</b>	<i>Sir Gus</i> ; Worksheet 24.2	30
<b>Take-Home Material</b>	<b>Reminder and Sound Sort</b>	Worksheet 24.3	*

### Advance Preparation

Prior to today's lesson, photocopy the sentences on the next page and cut into strips for the Warm-Up.

**The athletic dog jumped through the hoop.**

**The little boy cried when he fell.**

**The brown squirrel jumped from the branch.**

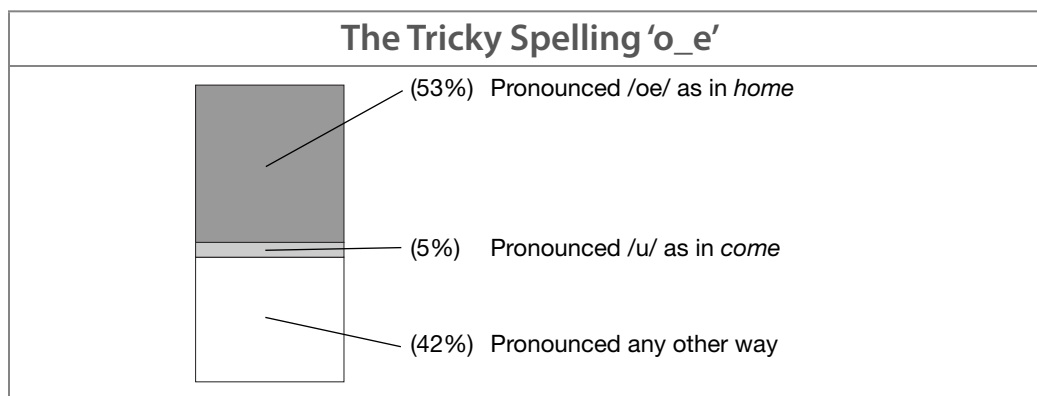
**Sarah and Charlie walked to the playground.**

**My nice friend gave me a good book.**

**James and Jack swam in the big lake.**

### Note to Teacher

Today students will work on decoding the tricky spelling 'o\_e'. This spelling poses a problem for readers because it can be pronounced several different ways. At this point, students have been introduced to the two most common pronunciations, /oe/ and /u/. The chart shows /oe/ is more common than /u/. This, however, is relatively rare. If students come across an unfamiliar printed word containing the spelling 'o\_e', they should try pronouncing the 'o\_e' as /oe/. If that does not sound like a word, or if the resulting word does not make sense in context, the students should try /u/.



Here are some patterns for you to be aware of:

- /oe/ is the most common pronunciation.
- /oo/ is rare; it is used in *lose* and a series of words ending with /v/ (*prove, move, disprove, approve, remove*).
- The letters 'o\_e' also occur in words like *more* and *sore*, where they are part of a spelling for /or/.
- They also appear in words where the 'o' and the 'e' are part of two separate graphemes (e.g., *lover, money, however*). Examples of these two usages make up most of the remaining 42% shown in the chart.

## Warm-Up

**10** minutes

### Subject and Predicate

- Ask students to name the two parts needed to make a complete sentence. (a subject and a predicate)
- Ask students which part of speech is usually used as the subject of a sentence. (a noun) Ask students which part of speech is usually used as the predicate of a sentence. (a verb)
- Tell students they will now play the game "Stump Your Friends."

- Here's how to play:
  - Divide students into four groups. You will serve as the referee.
  - Have a student from one group draw a sentence strip out of the container and read it aloud. Members of this group should quickly confer to decide which words in the sentence represent the subject and which represent the predicate. While this group is conferring, members in each of the other groups should also discuss what they think the correct response is.
  - The first group should then announce which words are the subject and which are the predicate. Each of the remaining groups decide whether they agree or disagree, announcing their decision by saying, "Agree" or "Challenge." Any group that "challenges" must indicate the correct subject and predicate.
  - After all groups have responded, the referee should provide the correct response. Any group that responded correctly receives one point. In addition, any group that "challenged" the first group and was able to provide the correct subject and predicate gets an extra point.
  - Continue to play until all groups have had at least one turn at drawing and reading a sentence strip. The group with the most points wins.

## The Tricky Spelling 'o\_e'

20 minutes

### Sound Sort'



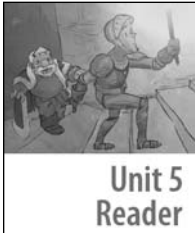
Worksheet 24.1

Please see the Pausing Point for additional materials for the tricky spelling 'o\_e'.

- Remind students that the focus of this unit is on vowel sounds and their spellings.
- Point out that 'o\_e' is a spelling for /oe/ and /u/. Remind students that they already know both of these sounds. Write the following words on the board: *love, some, home, come, stone*.
- Read the words aloud as a class, focusing on the 'o' spelling. Have students tell you if it stands for the /u/ or /oe/ sound.
- Remind students that when a spelling can be pronounced more than one way, we call it a *tricky spelling*.
- Tell students that when they see an unfamiliar word with the 'o\_e' spelling, they should try pronouncing the 'o\_e' as /oe/. If that does not sound right, or does not make sense in context, they should try /u/.
- Have students tear out and complete Worksheet 24.1

## Partner Reading: "Revenge"

### Introducing the Story



Chapter 15: "Revenge"

- Tell students that the word *revenge* means when someone tries to punish a person who has done something bad to them. Ask students, "Who might be seeking revenge in this story? Why?" (King Alfred would be seeking revenge on King Henry; King Henry betrayed King Alfred.) Tell students that today's story is about King Alfred and revenge.

### Previewing the Spellings

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

'o' > /u/	'a' > /ə/	'ge' > /j/
bott   om	a   greed	re   venge
front	a   ssist	large
month	im   por   tant	
rea   son		



Worksheet 24.2

### Previewing the Vocabulary

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

- strike back**—to seek revenge
- treason**—the act of trying to take over or betray your own kingdom or government
- eagerly**—to do something excitedly
- serve you**—used with royalty to do whatever is asked
- assist**—help

### Purpose for Reading

- Ask students to read the story to find out how King Alfred plans to seek his revenge against King Henry. When students are finished reading the story, have them complete Worksheet 24.2.

### Wrap-Up

- Review Worksheet 24.2 with students.

## Take-Home Material

### Reminder and Sound Sort

- Remind students of the spelling assessment tomorrow.
- Have students take home Worksheet 24.3.