

Lesson 10

Spelling Assessment

✓ 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 independently and demonstrate understanding of nonfiction/informational text in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range (RI.2.10)
- ✓ Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (SL.2.6)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Spelling	Spelling Assessment	Worksheet 10.1	20
Grammar and Writing	Complete vs. Incomplete Sentences	Worksheet 10.2	20
Small Group	Remediation and Enrichment	Worksheet 10.3 or Pausing Point Worksheets	20

Advance Preparation

Be sure to erase the spelling table from the board and/or turn the table over so students cannot refer to it during the assessment.

10 Spelling Assessment



Worksheet 10.1

- Have students tear out Worksheet 10.1
- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students sufficient time to write the word.
- Repeat this procedure with each of the remaining words.

- | | |
|--------------|----------------|
| 1. perform | 11. turtle |
| 2. after | 12. difference |
| 3. chirping | 13. ramparts |
| 4. informer | 14. safari |
| 5. barber | 15. thirteen |
| 6. parcel | 16. birthday |
| 7. burden | 17. marker |
| 8. furnace | 18. swirling |
| 9. camera | 19. hamburger |
| 10. organize | |

Tricky Word: war

- Direct students' attention to the lines on the back of the worksheet. Tell students to write the sentence "The War Hawks wanted to go to war." Slowly repeat this sentence three times.
- At the end, go back through the list and read each spelling word one more time.
- After all the words have been called out, tell students that you will now show them the correct spelling for each word so that 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 write the words in alphabetical order on the back of the worksheet:

1. chirping
2. turtle
3. camera
4. marker

- After all students have finished, write the four words in alphabetical order for students to correct their papers.

1. camera
2. chirping
3. marker
4. turtle

Note to Teacher

At a later time today, you may find it helpful to use the Spelling Analysis Chart provided at the end of this lesson to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Grammar and Writing

20 minutes

Complete vs. Incomplete Sentences



Worksheet 10.2

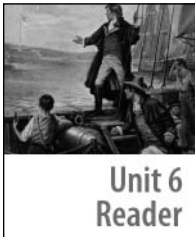
- Remind students that the subject of a sentence tells who or what the sentence is about. For example, in the sentence *The little boy smiled happily*, the subject is *The little boy* because that is who the sentence is about.
- Remind students that the predicate of a sentence describes what the subject is or does. In the previous sentence, the predicate is *smiled happily* because that is what the subject did.
- Tell students that every sentence needs to have a subject and a predicate. If either the subject or the predicate is missing, it is an incomplete sentence (also known as a sentence fragment).
- Write the following incomplete sentence on the board: *The crying babies*. Explain that this is an incomplete sentence because it is missing a predicate (i.e., it does not say what the crying babies did).
- Now write the following incomplete sentence on the board: *wanted their bottles*. Explain that this is an incomplete sentence because it is missing a subject (i.e., it does not say who wanted their bottles).
- Point out that you can combine these two incomplete sentences—one of which is a subject and the other a predicate—to make a complete sentence: *The crying babies wanted their bottles*. Write this sentence on the board, prompting students to direct you to draw one line under the subject and two lines under the predicate to “prove” that the sentence is complete.
- Write the following on the board:
 Subject + Predicate = Complete Sentence
- Explain that a complete sentence always has both a subject and a predicate.

- Have students turn to Worksheet 10.2.
- Work with students to complete the first sentence by adding a predicate.
- Have students complete the remaining sentences independently.
- When students are finished with the front of the worksheet, have them turn to the back of the worksheet.
- Work with students to complete the first sentence by adding a subject.
- Have students complete the remaining sentences independently.

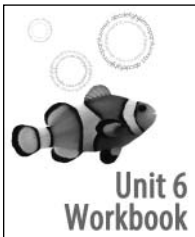
Small Group

20 minutes

Remediation and Enrichment



Chapter 1



Worksheet 10.3

- While working with students in small groups, please remember to choose activities that fit students' needs at the time.
- ✪ **Small Group 1:** Students needing extra help with any of the letter-sound correspondences in this unit should work with materials provided in the Pausing Point.
- ✪ **Small Group 2:** Have students use Chapter 1, "Trouble with the British" to complete Worksheet 10.3.

Spelling Analysis Directions

Unit 6, Lesson 10

- The most likely error to occur with these spelling words is the misspelling of the r-controlled vowel sounds, especially /er/.
- 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 that the student makes in the Spelling Analysis Chart. For example:
 - Is the student consistently making errors on specific vowels? Which ones?
 - Is the spelling of the schwa sound a consistent problem?
 - 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 Chart Lesson 10

[illegible]