

Lesson 6

Spelling Alternatives

✓ 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 nonfiction/informational text read independently (RI.2.1)
- ✓ Identify the main purpose of a nonfiction/informational text read independently, including what the author wants to answer, explain, or describe (RI.2.6)
- ✓ Describe how reasons or facts support specific points the author makes in a nonfiction text read independently (RI.2.8)
- ✓ 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 the letter-sound correspondences taught, with purpose and understanding (RF.2.4a)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Introduce Spelling Words	Worksheet 6.1	5
The /oe/ Sound and Its Spellings	Board Sort	board	10
	Spelling Trees	Spelling Tree templates from Lesson 1; brown, green, and yellow paper; scissors; marker; tape	15
Reading Time	Whole Group: “Miss Baker”	<i>Kids Excel</i>	15
	Small Group: Remediation and Practice	Worksheets 6.4, 6.5	15
Take-Home Material	Spelling Letter; Story; Comprehension Worksheet	Worksheets 6.1, 6.2, 6.3	*

Advance Preparation

You will need to create two more Spelling Trees, one for the /oe/ sound and its spellings and another for the /o/ sound and its spellings. Each tree should have five branches. Please follow the directions from Lesson 1 regarding assembly of your Spelling Tree. Have the materials needed to construct the Spelling Tree ready before you begin the exercise. If lack of wall space is a problem, display the Spelling Trees on a chart tablet.

For the /oe/ Spelling Tree, use four branches for the spellings ('o_e', 'o', 'oe', 'oa'); and one branch at the top for odd ducks. The second Spelling Tree should have five branches, all for words with short /o/. Odd ducks are words having the /oe/ sound spelled in a way not explicitly taught in this unit.

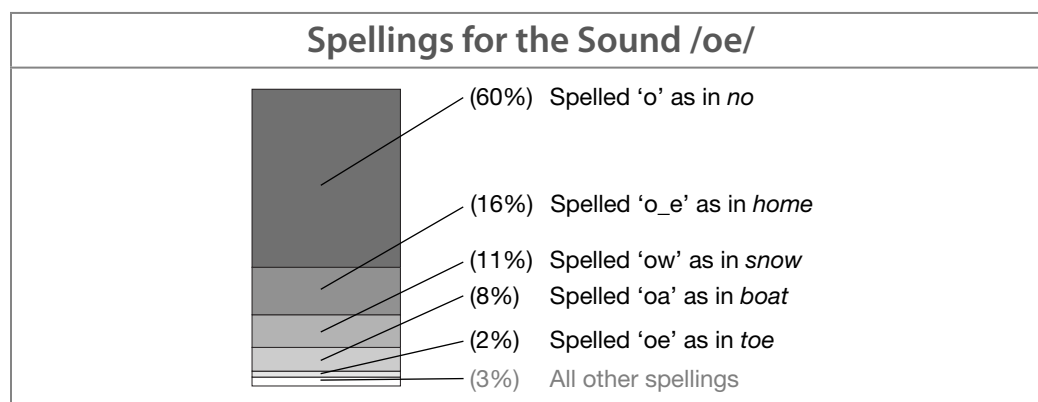
Write these /oe/ words on the leaves: *coat, goes, road, so, poke, hoe, o | pen, toe*. Also write these /o/ words on other leaves: *cot, rod, top, stop, chop, clock, rott | en*.

Note to Teacher

Over the next several lessons you will teach spelling alternatives for the /oe/ sound. The spellings to be treated include the basic code spelling 'o_e' as in *home* and the spelling alternatives 'o' as in *open*, 'oa' as in *boat*, and 'oe' as in *toe*. The chart below shows you which of these spellings are most common for this sound.

The spelling 'ow' for /oe/ will be taught later, as students learned in Unit 2 to link the spelling 'ow' with /ow/.

Students should already know the basic code spelling 'o_e' as in *home*. Some may be familiar with the spellings 'o', 'ow', 'oa', and 'oe' from Grade 1.



Here are some patterns for your information:

- The 'o' spelling is actually much more common than the basic code spelling 'o_e'. However, it was not chosen as the basic code spelling for two reasons: 1. 'o' is the basic code spelling for /o/ as in *hot*, and 2. 'o' > /oe/ is less common in one-syllable words used in beginning reading materials (*most, no, so, go*) than it is in multi-syllable words (*only, noble, solo, hoping*).
- Many 'o_e' words change to 'o' when a suffix is added, e.g., *hope > hoping* and *joke > joker*.
- At the beginning of a word, 'o' and 'oa' are the most likely spellings (*over, obey, oak, oat*); 'ow' is rarely used (*own, snow*).
- In the middle of a word, with consonant spellings on either side, 'o', 'oa', and 'o_e' are all used (*fold, groan, hope*); 'ow' is rare (*grown*); and 'oe' is rarely, if ever, used.

- At the end of a word, ‘o’, ‘ow’, and ‘oe’ are used (*hippo, snow, toe*); ‘oa’ is very rare (*cocoa*).
- The spellings ‘ou’ as in *shoulder* and ‘ough’ as in *though* are rare and are not taught in this program. Students can be introduced to these spellings as they happen to discover them, or they can learn words containing these spellings as Tricky Words.

Warm-Up

5 minutes



Worksheet 6.1

Introduce Spelling Words

- Tell students the spelling words this week have words with the tricky spellings ‘c’ and ‘g’. Remind students that ‘c’ can sound like /k/ as in *cap* or /s/ as in *cent*; ‘g’ can sound like /g/ as in *get* or /j/ as in *gel*.
- Write four columns on the board with the titles ‘c’ as /k/, ‘c’ as /s/, ‘g’ as /g/, and ‘g’ as /j/.
- Read and write each spelling word under the appropriate column, one at a time, making sure to explain vocabulary as needed.

1. ‘c’ as /k/: carpet
2. ‘c’ as /s/: face, space, cell, center, chance
3. ‘g’ as /g/: gray
4. ‘g’ as /j/: page, digit, germ,

Tricky Word: are

- You may have students generate additional examples of these tricky spellings if time permits.
- Tell students the Tricky Word for the week is *are*.
- Remind students to practice their words each night with a family member.

The /oe/ Sound and Its Spellings

25 minutes

Board Sort

10 minutes

- Tell students Unit 2 and Unit 3 focus on vowel sounds. Today they will review the basic code for the /o/ sound. Write ‘o’ on the board and ask students what sound they would make if they saw this spelling (/o/ as in *hop*).
- Ask students to share six to eight words containing the /o/ sound. Write the words on the board and circle the ‘o’ in each word. Point out that in all of these words the /o/ sound is spelled as ‘o’.
- Tell students the new vowel sound for today is the /oe/ sound, as in *open*. Have students say the sound /oe/.

Students may occasionally supply a word that contains an /oe/ spelling not taught in this unit, like *snow*. Record words with spellings not taught in Unit 3 under a column labeled “odd ducks.”

- Remind students they have already learned one spelling for this sound, ‘o_e’.
- Ask students to provide six to eight words with the ‘o_e’ spelling. Record these words on the board under the column ‘o_e’; use two-finger pointing as you did in Unit 2 to highlight the spelling and circle it with a horseshoe loop.
- Tell students there are other ways to write the /oe/ sound and, over the next few days, they are going to learn several additional spellings for the sound.
- Ask students to share any words containing the /oe/ sound (not the letter ‘o’; but the sound /oe/).
- Sort the /oe/ words students provide according to the spellings and circle the letters standing for the /oe/ sound in each word. For example, if a student says *boat*, list the word under the heading ‘oa’. If a student says *rowboat*, list the word twice, under ‘oa’ and odd ducks.
- Call students’ attention to the four spelling patterns for the /oe/ sound.
- Below are examples of words students may provide. Each column represents the major spellings of the long vowel sound /oe/ taught in this unit. The odd ducks column serves to acknowledge the student correctly provided a word with the /oe/ sound, but with a spelling not taught in Unit 3. Do not list words in the odd ducks column unless students happen to suggest these words.

‘o_e’	‘o’	‘oe’	‘oa’	odd ducks
tote	no	toe	goat	snow
stone	ho tel	doe	float	crow

- Students will probably come up with examples of most of the major spelling patterns, but you should introduce any spellings listed above (other than the odd ducks) not spontaneously offered by students. You can do this by writing one of the sample words on the board, reading the word, and asking students, “Which letters stand for the /oe/ sound in this word?”
- Leave the words from the sort on the board, as you will add some of them to the Spelling Tree wall display in the next exercise.

Spelling Trees

15 minutes

We encourage you to keep the Spelling Tree for /ae/ on display or accessible for viewing even as you begin working on /oe/. The trees are useful resources for students to consult when spelling. If the tree is movable, you may wish to move it to a less central location.

- Show students the new Spelling Trees and explain you are going to use one tree to help them keep track of the spellings for the /oe/ sound and the other to keep track of spellings for the /o/ sound.
- Label the trunk of one Spelling Tree /o/ and the other /oe/.
- Label five of the branches on the /o/ Spelling Tree ‘o’. The branches should be the same length.
- Label the /oe/ Spelling Tree branches individually as ‘o_e’, ‘o’, ‘oe’, ‘oa’, and odd ducks. Explain to students the branches are like the power bar because they show how common a spelling is for a sound; longer branches represent more common spellings and shorter branches represent less common spellings.

- Point out that the odd ducks branch is the shortest. Words with unusual spellings are called *odd ducks*. Odd ducks are Tricky Words, and like Tricky Words, odd ducks are on yellow paper.
- Show students the /o/ leaves you prepared in advance. Ask students to read one word at a time. Then ask a student to tell you which Spelling Tree the leaf/word belongs to and tape it to the tree. Continue until all of the /o/ leaves have been read and displayed on the tree. Call students' attention to the fact that the /o/ sound is spelled only one way: every word with the /o/ sound is spelled with 'o' and all the branches of the /o/ Spelling Tree represent the exact same spelling.
- Show students the leaves you prepared with the /oe/ sound. First read the words with the 'o_e' spelling, emphasizing this is the /oe/ sound. Again, ask students to tell you where the leaves/words belong and tape them to the correct branches of the Spelling Tree.
- Continue by showing students the other leaves with the /oe/ sound and different spellings. You should read the words aloud to students since these spellings have not yet been taught, emphasizing the /oe/ sound. Ask a student to tell you where each leaf/word belongs and tape it to the correct branch of the /oe/ Spelling Tree.
- After all words have been read and taped to the tree, point out that, unlike the /o/ sound, the /oe/ sound can be spelled in several different ways. Point out each branch and its specific spellings.
- Choose one to two words of each spelling from the word sort to write on a leaf. Copy the word, read it aloud, and have a student attach it to the correct branch. If students came up with any odd ducks during the board sort, they can be copied onto the yellow duck-shaped cards.
- Ask a student to tell you on which branch the leaf belongs and tape it to the Spelling Tree.
- Explain that you will be using the Spelling Tree as an organizer for the next several days of work on the /oe/ sound and its spellings. Students will have chances to add more words to the tree.

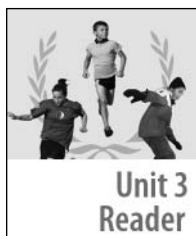
Reading Time

30 minutes

Whole Group: "Miss Baker"

15 minutes

Introducing the Story



"Miss Baker"

- Tell students this is the last story about the spelling bee. Ask students if they remember who helped Gail to become a good reader (her second grade teacher, Miss Baker).
- Students will read about Miss Baker helping Gail excel at spelling in today's story.

Previewing Spellings

- “Miss Baker” does not contain any of the new /oe/ spellings. It does have /ae/ spellings that you may preview.

‘ay’	‘ai’	‘a_e’	‘a’	Multi-syllable words
play	ex plain ing	flame	Ba ker	un der stand
stay	pain	make		Eng lish
	train			Span ish
				Lat in
				my self
				ex plain ing
				Ba ker

Challenging Vocabulary

- Preview the following vocabulary.

- champ**—short for *champion*

Purpose for Reading

If some student pairs finish early, they may illustrate one of the words or phrases from the Supplemental Materials section. You should write several of these words or phrases on the board or chart paper prior to students reading in pairs.

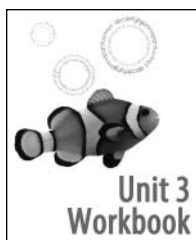
- Ask students to predict what they think Miss Baker did to help Gail become such a good speller. Tell them to read the story carefully to find out if their predictions are correct.
- Remind students to pay attention to photo captions throughout the story.

Wrap-Up

- Encourage students to answer the questions in complete sentences.

Discussion Questions on “Miss Baker”

- Literal* How did Miss Baker help Gail become a good speller? (Miss Baker made Spelling Trees.)
- Literal* How is a Spelling Tree organized? (A Spelling Tree is organized by sounds and spellings.)
- Literal* How did the Spelling Trees help the kids in Miss Baker’s class? (The Spelling Trees helped kids to see spelling patterns.)
- Literal* What did Gail do to become a better speller? (Gail read books about the English language.)
- Evaluative* Is there anything else we can add to the **L** column of our **K-W-L** chart? What questions remain unanswered? Was anything we listed in the **K** column incorrect? (Answers may vary.)



Worksheets 6.4, 6.5

Small Group: Remediation and Practice

15 minutes

While working with students in small groups, please remember to choose activities that fit students' needs at this time.

- ✦ **Small Group 1:** Students needing extra help with the /ae/ sound can complete Worksheet 6.4 and/or 6.5. You may also use the Spelling Trees to show students words with these spellings and practice reading words aloud.
- ✦ **Small Group 2:** Students can complete Worksheet 6.4 and/or 6.5. They may also reread stories from Readers or from appropriate trade books, if you prefer.

Take-Home Material

Spelling Letter; Story; Comprehension Worksheet

- Have students take Worksheets 6.1, 6.2, and 6.3 home to share and complete with a family member.