

Lesson 2

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.

- ✓ Capitalize holidays, product names, and geographic names (L.2.2a)
- ✓ 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)
- ✓ 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 information gained from the illustrations and words in “Morning” to demonstrate understanding of its characters, setting, or plot (RL.2.7)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Common and Proper Nouns		5
The /er/ Sound and Its Spellings	Today’s Focus Spellings	previously prepared Spelling Tree leaves; Spelling Trees for /er/, /ae/, /a/, /ie/, /i/, /ue/, /u/, /oe/, /ee/, /e/, /aw/, /ow/	20
Practice	R-Controlled Vowels: Yes (Same) or No (Different)?	Worksheet 2.1	10
Reading Time	Whole Group: “Morning”	<i>The Job Hunt</i>	25
Take-Home Material	Mixed Review R-Controlled Vowels	Worksheet 2.2	*

Advance Preparation

You will need to prepare the following leaves for placement on many different Spelling Trees during this lesson:

- | | |
|---------------------------------------|---|
| 1. burnt | 9. surr ound (2 leaves) |
| 2. firm | 10. ham bur ger (3 leaves) |
| 3. bunch | 11. ten der loin (3 leaves) |
| 4. flirt | 12. thir teen (2 leaves) |
| 5. tu lip (2 leaves) | 13. as pir in (3 leaves) |
| 6. hi ber nate (3 leaves) | 14. en ter tain (3 leaves) |
| 7. un der shirt (3 leaves) | Bonus: ther mom et er (4 leaves) |
| 8. au to (2 leaves) | |

Please note the syllable divisions are for your use only. Please do not write the words on the leaf divided into syllables. As in previous units, you may wish to refer to the Appendix for additional information about dividing the words into syllables and chunking the syllables to blend and read words. (Appendix: Using Chunking to Decode Multi-syllable Words)

Words written on more than one leaf will be placed on multiple Spelling Tree branches.

Also make sure all Spelling Trees for the following sounds are visible or accessible for this lesson: /er/, /ae/, /a/, /ie/, /i/, /ue/, /u/, /oe/, /ee/, /e/, /aw/, /ow/.

To save time, you may also want to write the list of /er/ words on the board prior to the lesson. Create three columns, 'er', 'ur', and 'ir', and write the following words on the board:

'er'	'ur'	'ir'
clerk	hurt	bird
verb	fur	fir
fern	curb	first
ser vant	sun burn	stirr up
patt ern	mur der	black bird
mod ern	dis turb	squirr el
in ter est	surr en der	

Again, the syllable divisions in the table above are for your quick reference only.

Common and Proper Nouns

- Remind students that a noun names a person, place, or thing. A proper noun names a specific or particular person, place, or thing and is written with a capital letter. A common noun does not name a specific person, place, or thing and is not written with a capital letter.
- Tell students you are going to play a game. You will call out a word, and if it is a common noun they will raise one finger; if it is a proper noun, they will raise two fingers. Call out the following words.

- | | |
|----------------------------|--------------------------------------|
| 1. man (common) | 7. Yellowstone Park (proper) |
| 2. kid (common) | 8. Lakeside Shopping Center (proper) |
| 3. state (common) | 9. New York (proper) |
| 4. Yankee Stadium (proper) | 10. Ken Davidson (proper) |
| 5. park (common) | |
| 6. mall (common) | |

- If there is time, have a student give you an example of a common noun and another student give an example of a proper noun. For example, a student might say *town*. Then call on another student who will give an example of a town, such as *Charlottesville*.

The /er/ Sound and Its Spellings

20 minutes

Today's Focus Spellings

- Review the different spellings of /er/ taught in a previous lesson.
- Working column by column, point to a word from the words you wrote on the board ahead of time, circle the r-controlled spelling, and ask students to read the word. Continue until all words have been read aloud.

'er'	'ur'	'ir'
clerk	hurt	bird
verb	fur	fir
fern	curb	first
ser vant	sun burn	stirr rup
patt ern	mur der	black bird
mod ern	dis turb	squirr el
in ter est	surr en der	

- Tell students you are going to practice more words with r-controlled vowels, but this time they will be intermingled with many other spellings learned earlier this year.

- Shuffle the leaves you have prepared with the mixed spellings. Show one leaf at a time and guide the class as a whole in decoding and reading each word, syllable by syllable if it is a multi-syllable word.
- Make sure all Spelling Trees are visible. Distribute the leaves to individuals, pairs, or trios, depending on the number of leaves there are per word. Tell students if a word has only one syllable, only one student will have a leaf for the word; if a word has two syllables, a pair of students will have leaves with the same word; if a word has three syllables, a trio of students will have leaves with the same word.
- For one-syllable words, ask individual students to circle the letters representing the vowel spelling in their word, identify the correct Spelling Tree, and then tape their leaf to the correct branch.
- For two- and three-syllable words, ask students to work with others who have the same word. Each student should circle the letters that spell a vowel sound in a single syllable, working on a different syllable than others with the same word. When they finish, they should each take their leaves to the appropriate Spelling Trees and tape them to the correct branches.

Practice

10 minutes

R-Controlled Vowels: Yes (Same) or No (Different)?



Worksheet 2.1

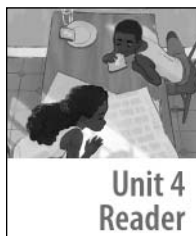
- Have students turn to Worksheet 2.1. Complete the first several items as a class, asking students to read the word pairs aloud and decide whether the medial vowel sounds in each word of the pair are the same or different. Remind students to focus on vowel sounds, not spellings.
- If most students appear to understand the content, have students complete the remainder of the worksheet independently. If not, continue to provide guided practice.

Reading Time

25 minutes

Whole Group: "Morning"

Introducing the Reader



"Morning"

- Distribute the Reader *The Job Hunt*. Tell students to look at the front cover illustration. Ask them what they think the girl is looking at on the table (a newspaper). Ask students to turn to a partner and share their thoughts about what the girl is reading in the newspaper and what this Reader will be about. Ask a few students to share their predictions.
- Tell students this Reader is about a girl named Kim who is trying to find a summer job. The picture on the front of the Reader shows Kim reading ads in the Job Openings section of the newspaper. The Job Openings section is where businesses advertise jobs for which they need to hire employees.

- Tell students Kim lives in Brooklyn, a borough or specific part, of New York City. As students read the stories in this Reader, they will follow Kim's adventures as she travels all over New York City hunting for a summer job, accompanied by her younger brother, Kurt.
- Direct students to the page after the Table of Contents of the Reader. Point out that this is an actual map of the subway routes in New York City. Show students the compass rose, point out the lines showing the subway routes. Explain to students subways, or rapid transit systems, as public transportation are typically found in large cities. Trains usually run underground in tunnels, although sometimes the trains run above ground on elevated platforms. Discuss why subway trains might be a more rapid form of transportation in large cities than cars or buses (too many cars and buses, traffic jams, etc.).
- Also point out and name the different boroughs of New York City. Explain each borough is a neighborhood or specific part of New York City. There are five boroughs in New York City: Manhattan, Brooklyn, Queens, the Bronx, and Staten Island.
- Ask students if they remember other CKLA Readers and/or stories where they have learned about other brothers and sisters. (Mike and Ann in *Bedtime Tales*; Val and Kim in *Kids Excel*; Les and Pat Pinker in *Kids Excel*; Jethro and his two sisters in *Kids Excel*)

Introducing the Story

- Ask students to turn to the Table of Contents and tell you the title of the first story. ("Morning") Point out a few of the other titles, such as "The Corner Market" and "The Diner." Discuss this question with students: "This Reader is about Kim hunting for a job, what hints or clues do the titles provide about each story?" (Kim will go to the corner market, the diner, and other businesses to look for jobs.)

Previewing the Spellings

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

'er'	'ir'	'ur'	Other multi-syllable words
Gun ter	shirt	Kurt	coll ege
butt er	first	burst	nine teen
summ er			o pen ing
pa per			ex plained
sis ter			sub way

Previewing the Vocabulary

- Preview the following vocabulary before reading the story.

1. **college**—a school of higher learning people may attend after finishing high school
2. **wail**—to cry out
3. **slacks**—a pair of long pants
4. **fare card**—a card used to pay for riding public transportation, such as a subway or a bus
5. **cash**—money

- In addition, you should pre-teach the abbreviation *Mrs.* Write *Mrs.* on the board and explain the word is a title used before a married woman's last name. For example, with the name *Mrs. Gunter*, *Gunter* is the woman's last name. Students will be studying these types of titles in more depth in grammar lessons later in the unit.

Purpose for Reading

- Tell students to read the story to find out why Kim wants to get a summer job.

Reading Supports

- Tell students that unlike the stories in *Kids Excel* in which there was a specific narrator, Mark Deeds, who told each story, the stories in *The Job Hunt* do not have an identified narrator. Also point out there are no captions to the illustrations in this story.
- When a speaker is not directly noted after quotation marks (such as on **page 4**), ask students to identify the speaker.
- Kurt imagines how much fun it would be to ride bikes with Kim. This is shown in the illustration on **page 7**. (Tell students the picture is what Kurt is imagining, not what is actually taking place.)
- On **page 12**, explain to students that “keep your chin up” means to not become discouraged.
- On **page 13**, point out the illustration with the long hallway and three doors which provides a clue as to the type of building in which Kim and Kurt live. Ask students to identify whether Kim and Kurt live in a house or an apartment building and explain why. Ask students to provide a caption for the picture. (possible answers should involve Kim and Kurt heading off for the job hunt)

Wrap-Up

- Use the following questions to guide your discussion about the story “Morning.” Remember to encourage students to answer in complete sentences, and refer back to the story if they cannot recall the answer.

Discussion Questions on “Morning”

1. *Literal* Who is older, Kim or Kurt? (Kim is older.) How do you know? (Kim is nineteen and Kurt is seven.) Where has Kim been before summer time? (Kim has been attending college.)
2. *Literal* Why does Kim want to get a summer job? (She wants to earn money to save plus buy things she needs, like clothing and a bike.)
3. *Literal* When Kurt says he wants to get a job, too, what does Mrs. Gunter tell him that his job is? (Kurt’s job is to do what Kim says and be good.)
4. *Literal* What advice does Mrs. Gunter give Kim about hunting for a job? (Mrs. Gunter tells Kim to keep her chin up, use good manners, smile, and show people how smart she is.)
5. *Evaluative* What words would you use to describe Kurt? (Possible answers include that he is *seven*, *excited*, *curious*.)
6. *Evaluative* What words would you use to describe Kim? (Possible answers include that she is *nineteen*, *smart*, and *responsible*.)

Take-Home Material

Mixed Review R-Controlled Vowels

- Ask students to take Worksheet 2.2 to complete for homework.

Supplemental Materials

- Decodable words:

- | | | |
|-----------|------------|------------|
| 1. hurt | 8. further | 15. stir |
| 2. first | 9. burn | 16. birth |
| 3. girl | 10. fur | 17. circus |
| 4. third | 11. curve | 18. shirt |
| 5. turn | 12. nurse | 19. skirt |
| 6. return | 13. bird | 20. dirt |
| 7. church | 14. sir | 21. purse |

- Phrases and sentences:

1. Kat is purchasing a scarf.
2. The nurse was wearing a yellow shirt and a green skirt.
3. burst into tears
4. There are thirteen stars on the birthday cake.
5. birthday presents
6. kill two birds with one stone
7. first come, first served
8. third time is the charm
9. turn over a new leaf
10. One good turn deserves another.
11. The first step is the hardest.

- Wiggle Cards:

1. turn around
2. point at a girl
3. return to your seat
4. act surprised
5. twirl around