

# Lesson 17

## Spelling Alternatives Tricky Spelling

### ✓ 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 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 information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Use adjectives appropriately, orally and in own writing (L.2.1e)
- ✓ 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)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>Oral Discrimination</b>		10
<b>The /ee/ Sound and Its Spellings</b>	<b>Tricky Spelling 'y'</b>	/ee/ Spelling Tree; previously prepared spelling leaves; Vowel Code Flip Book; Individual Code Chart; Spelling Cards for 'y' > /ee/ ( <i>funny</i> ) and 'ey' > /ee/ ( <i>key</i> ); tape; green markers	15
	<b>Practice: Fill in the Blank</b>	Worksheet 17.1	15
<b>Reading Time</b>	<b>Close Reading: "The Bakery"</b>	<i>The Job Hunt</i> ; Worksheet 17.2	20
<b>Take-Home Material</b>	<b>Practice with 'y' as /ee/</b>	Worksheet 17.3	*

### Advance Preparation

You will use the /ee/ Spelling Tree you created in Lesson 11. This tree should already have two branches labeled with the spelling 'y' and the spelling 'ey'. In addition, write the following words on leaves.

funn | **y**, happ | **y**, sunn | **y**, tumm | **y**, twen | **ty**, bod | **y**, cit | **y**, stor | **y**,  
ba | **by**, ar | **my**, la | **dy**, ea | **sy**, an | **gry**, stud | **y**, **key**, kid | **ney**, chim | **ney**,  
hock | **ey**, don | **key**

### Oral Discrimination

- You will orally review three sets of vowel sounds with students. The purpose of this Warm-Up is to focus student attention on the difference between various vowel sounds. For each set, follow these steps:
  - Write the sounds and their corresponding numbers on the board.
  - Say the words provided, one at a time.
  - Have students repeat the word after you, say the vowel sound, and raise their fingers to represent the correct corresponding vowel sound. For example, if the short vowel /a/ sound was number one and you said the word *cat*, students would raise one finger to show they heard the short vowel /a/ sound.
- Tell students some of the words have more than one syllable. Tell them when there is more than one syllable and therefore more than one vowel sound you will let them know which syllable and vowel sound you want them to focus on: the first syllable and vowel sound or the last syllable and vowel sound.
- For the first set of words, write /ee/ = 1 and /e/ = 2 on the board. Point to and say each sound.
- Tell students they are to listen only for the long /ee/ or the short /e/ sounds. Say the following words to students one at a time while alternately pointing to /ee/ and /e/. Ask students to repeat the word, say the vowel sound, and then raise either one or two fingers. Remind students to raise one finger if they hear the long /ee/ sound and two fingers if they hear the short /e/ sound.
- Say the following words with the /ee/ and /e/ sound. You should tell students *lemon* and *before* are two-syllable words. They should listen to the first syllable and vowel sound. You may also pause after saying the first syllable to accentuate the syllable and the vowel sound.

- |              |               |
|--------------|---------------|
| 1. reach (1) | 4. lemon (2)  |
| 2. tree (1)  | 5. before (1) |
| 3. rest (2)  |               |

- Tell students for the next set of words, they are to listen for the following sounds: /oe/, /o/, and /ow/. Write /oe/ = 1, /o/ = 2, and /ow/ = 3 on the board. Say the following words to students one at a time while alternately pointing to /oe/, /o/, and /ow/. Ask students to repeat the word, say the vowel sound, and then raise one, two, or three fingers. Remind students to raise one finger if they hear the long /oe/ sound, two fingers if they hear the short /o/ sound, and three fingers if they hear the diphthong /ow/ sound.

- Say the following words with the /ow/, /oe/, and /o/ sounds. You should tell students *totem* and *shower* are two-syllable words. They should listen to the first syllable and vowel sound. You may also pause after saying the first syllable to accentuate the syllable.

- |              |               |
|--------------|---------------|
| 1. show (1)  | 4. crow (1)   |
| 2. crowd (3) | 5. totem (1)  |
| 3. shop (2)  | 6. shower (3) |

- Tell students for the last set of words, they are to listen for either the /ie/ sound or the /i/ sound. Write /ie/ = 1, /i/ = 2 on the board. Say the following words, one at a time, while alternately pointing to /ie/ and /i/. You should tell students *item* and *igloo* are two-syllable words. They should listen to the first syllable and vowel sound. You may also pause after saying the first syllable to accentuate the syllable.

- |              |              |
|--------------|--------------|
| 1. fight (1) | 4. cries (1) |
| 2. fit (2)   | 5. item (1)  |
| 3. fly (1)   | 6. igloo (2) |

## The /ee/ Sound and Its Spellings

30 minutes

### Tricky Spelling 'y'

15 minutes

- Display the Vowel Code Flip Book; also have the Spelling Cards listed in the At a Glance readily available.
- Tell students today they are going to learn some additional sounds the letter 'y' can represent, but you will first review the three sounds they have already learned for the letter 'y': one is a consonant sound and two are vowel sounds.
- Ask students to refer to the Individual Code Chart. Tell students "When I say 'go,' I want you to quickly find a sound we have learned represented by the letter 'y'. Remember the sounds and spelling we have learned are already outlined by colored marker. It will be easiest if you look at the sample words on the cards of your charts to find words with the letter 'y'. Raise your hand when you have found a word with the spelling 'y' we have already learned. Ready, set, go!"
- Call on a student who has found a 'y' spelling. Ask the student to tell others on which page their spelling (and sound) is located, and have all students turn to that page in the Individual Code Chart. Ask the student to say the sound the letter 'y' stands for and read the sample word.
- Write the sound the student has identified on the board. Then write the three example words from the box below beside the sound.

- Repeat these steps for the other two 'y' spellings and sounds.

1. /y/: yell, yarn, yes
2. /i/: myth, symbol, system
3. /ie/: cry, shy, satisfy

- Tell students they will now learn a new sound for the letter 'y' spelling: /ee/.
- Tell students 'y' as a spelling for /ee/ often is found at the end of words, as in *funny*.
- Turn to **Vowel Code Flip Book page 8** and put the Spelling Card on the appropriate space. Discuss the power bar.
- Today's letter-sound correspondences can be found on the following page of the Individual Code Chart.

See the Pausing Point for additional instructional resources for the tricky spelling 'y'.

### Individual Code Chart

1. 'y' > /ee/ (*funny*) Individual Code Chart page 8
2. 'ey' > /ee/ (*key*) Individual Code Chart page 8

- Distribute the green markers. Have students turn to **Individual Code Chart page 8**. Guide students in outlining the appropriate card on the chart and spelling.
- Show students the prepared leaves with the 'y' spelling, one at a time, and read each one aloud as a class. Tape the leaves to the /ee/ Spelling Tree.
- Tell students there is another spelling for the /ee/ sound, 'ey' as in *key*.
- Turn to **Vowel Code Flip Book page 8** and put the Spelling Card on the appropriate space. Discuss the power bar.
- Have students turn to **Individual Code Chart page 8**. Guide students in outlining the appropriate card and spelling.
- Show students the prepared leaves with the 'ey' spelling, one at a time, and read each one aloud as a class. Tape the leaves to the /ee/ Spelling Tree.

### Practice: Fill in the Blank

15 minutes

- Complete both sides of Worksheet 17.1 together as a class.



Worksheet 17.1

## Close Reading: "The Bakery"

### Introducing the Story



"The Bakery"

- Write the word *bake* on the board and ask students to tell you what this word means. (to cook food like muffins, pies, cakes, and bread in the oven) Add the letter 'r' to *bake* and ask students to read this new word and guess what it now means. (a person who bakes food) Add the letter 'y' to the word and ask students to read this new word and guess what this word means. (the store where bakers bake and sell their food)
- Tell students today's story takes place in a bakery. Ask students what types of jobs Kim might apply for at a bakery. (cashier, cleaner, baker, delivery girl)

### Previewing the Spellings

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

'y' as /ee/	'e' as /ee/	'igh' as /ie/
ba   ker   y	rec   ip   e	high
stick   y	se   cret	sights
fresh   ly	may   be	
hun   gry		
tast   y		
cran   berr   y		
per   fect   ly		
tumm   y		

### Previewing the Vocabulary

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

1. **cranberry**—a small, red, and round fruit that tastes tart/sour
2. **recipe**—the ingredients and instructions used to make food

### ***Close Reading***

- Have students partner read “The Bakery.”
- After students have finished reading “The Bakery” with their partners, lead students in a close reading of the text by doing the following:
  - asking text dependent questions that require students to draw on evidence from the text;
  - identifying and discussing general academic (Tier 2) vocabulary;
  - discussing sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences; and
  - engaging students in a culminating writing activity completed independently, if possible.
- There are many ways for students to respond to the questions you present and you may want to change the way in which you ask for students’ response in each lesson or even during the lesson to improve student engagement. Here are some suggestions:
  - Have students work as partners. Following each question, direct students to consult with their partner about the correct response, before one student then raises his/her hand to respond.
  - Have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response, before one student then raises his/her hand to respond.
  - Following a question, ask all students to provide a written response, before asking an individual student to respond orally.

## Teacher Overview

**Main Idea and Key Details:** The main idea of the story is the continuing job hunt, this time, at a bakery. Key details of the text include Kim asking about positions and being given paperwork to fill out, and Kurt eating a muffin and deciding he wants to be a baker when he grows up.

**Synopsis:** The story “The Bakery” is about Kim asking at a bakery about possible job openings as her brother, Kurt, continues to look for food to eat.

## Lesson

Text From Student Reader	Vocabulary Instruction	Text-Dependent Questions	Responses
<ul style="list-style-type: none"> <li>The text of the Student Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading.</li> </ul>	<ul style="list-style-type: none"> <li>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</li> </ul>	<ul style="list-style-type: none"> <li>After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.</li> <li>Begin with a “winnable” question that will help orient students to the text.</li> <li>The sequence of questions should build a gradual understanding of the key details of the text.</li> <li>Questions should focus on a word, phrase, sentence or paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>Answers should reference the text.</li> <li>Multiple responses may be provided using different pieces of evidence.</li> <li>Inferences must be grounded logically in the text.</li> </ul>
<p>Page 76</p> <p>Kurt followed Kim as they made their way down the street, checking in all the shops. Then he saw something way up high. “Look at him!” Kurt said, pointing up at a store. There was a window cleaner high up on the side and he sat on a platform. The platform was hanging by long ropes.</p> <p>“He clearly has no fear of high places,” said Kim. “That is not the job for me.”</p> <p>“I think it would be fun,” said Kurt. “Think of all the stuff you could see from way up there!”</p> <p>“I would rather see the sights from inside the store,” Kim said. “Let’s keep going. It’s getting late.”</p>	<p><b>platform</b>—a raised flat surface</p>	<p>Kim says on page 76 that she would rather see the sights from inside the store. Can you infer why she might say this?</p>	<p>The inference is Kim is afraid of heights.</p>
<p>Page 78</p> <p>Suddenly, Kurt smelled something that made his tummy thunder. The smell of freshly baked goods filled the air.</p>	<p><b>tummy thunder</b>—the sounds one’s stomach makes when one is hungry</p>	<p>What makes Kurt have tummy thunder this time?</p>	<p>The smell of freshly baked goods.</p>

Lesson			
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<p>“We must go in there!” Kurt said.</p> <p>It was a bakery. The baked goods were displayed in a big glass case. There were cakes and cupcakes. There were rolls and muffins. There were sticky buns and other yummy treats. Kim asked if they had a job opening.</p> <p>“Maybe,” said the baker. “The boss is out. Fill out these forms. She will call you later if she has a job.”</p> <p>“This place is making me hungry,” Kurt said.</p> <p>“Here, you can have this muffin,” said the baker. “It’s a day old, but it’s perfectly fine. It’s a cranberry muffin.”</p>	<p><b>muffin</b>—a type of dense sweet bread baked in a cupcake like shape</p> <p><b>day old</b>—not freshly baked today</p> <p><b>cranberry</b>—a small, tart berry that grows in bogs</p>	<p>Based on what you know about Kurt, do you think he urges Kim to go inside the bakery by saying, “We must go in there!” because he wants her to ask about a job opening or because he would like some baked goods?</p>	<p>Answers may vary.</p>
<p>Page 80</p> <p>Kurt bit into the muffin. “It’s so tasty!” he said. “It’s tart, but also sweet. What’s in it?”</p> <p>“All muffins start out with the same basic recipe,” the man said. “You need flour, eggs, cream, and butter. The tart taste is from the cranberry. That’s all I can tell you! The rest of the recipe is a secret.”</p> <p>“Why is it a secret?” Kurt asked.</p> <p>“If I told people how to make muffins like that one, then they would not need to come here to get one.”</p>	<p><b>tart</b>—a flavor that is not sweet</p> <p><b>recipe</b>—directions for making certain foods</p>	<p>Why are the baker’s recipes secret?</p>	<p>If the baker gave out the recipes then people could make them at home and would not need to come to the bakery to buy any of his products.</p>



Lesson			
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<p>As they left the bakery, Kurt whispered to Kim, “If you get a job here, maybe they’ll teach you the secret recipe. Then we can open our own bakery.”</p> <p>“So you are going to be a baker now?” Kim said with a smile.</p> <p>“You are quite a dreamer, Kurt.”</p>		<p>What new job does Kurt dream of as they are leaving the store?</p>	<p>Kurt thinks he might want to be a baker.</p>
		<p><b>Turn and Tell:</b> Kurt has eaten a lot of different foods since Kim started her job hunt. Can you name three?</p>	

### Note To Teacher

As noted before, you may or may not have time to complete the worksheet during this lesson. If you do not have time, you may wish to use it at another time in the unit.

### Wrap-up



Worksheet 17.2

- Ask students to turn to Worksheet 17.2 and work with a partner make a list of all the foods Kurt has eaten since the job hunt began. Remind students to use the Reader for reference.

## Take-Home Material

### Practice with ‘y’ as /ee/

- Students should take home Worksheet 17.3.

## Supplemental Materials

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- Decodable words:

- |           |             |                |
|-----------|-------------|----------------|
| 1. carry  | 10. really  | 19. volleyball |
| 2. every  | 11. angry   | 20. key        |
| 3. funny  | 12. energy  | 21. jersey     |
| 4. happy  | 13. library | 22. chimney    |
| 5. only   | 14. hurry   | 23. alley      |
| 6. very   | 15. story   | 24. donkey     |
| 7. body   | 16. study   | 25. hockey     |
| 8. twenty | 17. baby    | 26. kidney     |
| 9. city   | 18. lady    | 27. candy      |

- Phrases and sentences:

- |                       |                                     |
|-----------------------|-------------------------------------|
| 1. charley horse      | 8. The donkey is eating the barley. |
| 2. smiley face        | 9. I smell something fishy.         |
| 3. up a blind alley   | 10. Finding a penny is lucky.       |
| 4. hills and valleys  | 11. to make a long story short      |
| 5. down in the valley | 12. We were reading in the library. |
| 6. kidney bean        | 13. tasty treat                     |
| 7. alley cat          | 14. hockey stick                    |

- Wiggle Cards:

- |                                   |                                      |
|-----------------------------------|--------------------------------------|
| 1. pretend to be a donkey         | 6. act like a baby                   |
| 2. act like you're playing hockey | 7. make a silly face                 |
| 3. point at your kidneys          | 8. point at something shiny          |
| 4. dance slowly                   | 9. act like you are ninety years old |
| 5. quickly form a line            | 10. act like you are in a hurry      |

- Chain:

- |  |
|--|
| 1. baggy > buggy > muggy > muddy > buddy > bunny > sunny > funny > fuzzy > fizzy > dizzy |
|--|

## ***Code Knowledge***

- Before today's lesson: If students read 1,000 words in a trade book, on average 734–866 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average 752–881 of those words would be completely decodable.
- 'y' is a tricky spelling; it can stand for /ee/ (*funny*), /ie/ (*try*), /i/ (*myth*), or /y/ (*yes*).
- 'ey' is a tricky spelling; it can stand for /ee/ (*key*) or /ae/ (*hey*).