

Day 2 Spelling & Writing Connection

You may wish to complete this part of the lesson during your writing and/or spelling time.

Review High-Frequency Words

5 minutes

Review the high-frequency words *again*, *away*, *number*, *once*, *upon*, *walk*, and *write*. Write the words on the board and read them aloud with students. Have students take turns acting out the meaning of one of the words on the board. Have other students guess the word.

Spelling Practice

10 minutes

Have students number a sheet of paper from 1–8. Dictate the following review words and high-frequency words for students to spell. You may wish to use the sample sentences provided.

1. *large*—A lion is a *large* animal.
2. *cage*—My pet gerbil lives in a *cage*.
3. *chore*—My favorite *chore* is washing the floor.
4. *curly*—She has *curly* hair.
5. *race*—Let's run in this *race*.
6. *again*—Will you read the poem *again*?
7. *once*—Mom and I went to that zoo *once*.
8. *number*—What *number* comes after ten?

Dictation Practice

10 minutes

The following sentences contain words with *r*-controlled vowels, words with the hard and soft sounds of *c* and *g*, and review high-frequency words. Have students write each sentence as you dictate it.

1. A huge bird paces back and forth on my porch.
2. I walk my dog to the farm once a day.
3. The goat came in first place in the race again.
4. I will walk to the store to get corn and ice.



Interactive Writing

15 minutes

Work together with students to write rhyming sentences. Write these words on the board: *shark*, *mice*, *cage*, *corn*, *twirl*. Have students think of rhyming words for each word. Then help them use the rhyming words in sentences: *I see a huge white shark. It likes to swim in the dark.*

Have partners work collaboratively to write their own sentences with rhyming words that have *r*-controlled vowel sounds or the hard or soft sound of *c* or *g*.

Apply and Assess

Independent Practice Use Blackline Master p. 166 to give students more practice reading and writing words with *r*-controlled vowel sounds and the hard and soft sounds of *c* and *g*. Be sure students understand the directions. Have them complete the page during center time.

Word Center Have students work in pairs to make word webs for each *r*-controlled vowel sound and for the hard and soft sounds of *c* and *g*. Display word webs on a bulletin board and invite students to add to their webs throughout the week.

Writing and Publishing Center Write each *r*-controlled vowel sound and an example word on chart paper. For example: /ar/ card, /ir/ bird, /or/ fork. Tell students that they will each make three pages for a class book of words with *r*-controlled vowel sounds. Have students write each *r*-controlled vowel sound and example word on the top of each page. Ask students to write as many words with the same *r*-controlled vowel sound as they can on each page. Invite them to illustrate their words. Then combine their pages together into a class book.

Spur of the Moment

Several times throughout the day, say one of the sounds from this lesson. Ask students to name as many words with that sound as they can.

During

Spelling and Dictation Practice

Encourage intermediate and above level students to participate with the whole class. Give students who experience difficulty this shorter list of words and dictation sentence.

Shorter list of words:

1. *cage*—My pet gerbil lives in a *cage*.
2. *chore*—My favorite *chore* is washing the floor.
3. *curly*—She has *curly* hair.
4. *again*—Will you read the poem *again*?
5. *number*—What *number* comes after ten?

Dictation practice: The goat came in first place.

Interactive Writing

To provide additional practice, have small groups of students read aloud the book *Seasons*. Assign a different *r*-controlled vowel sound or soft or hard *c* or *g* sound to each group member. As each member takes a turn reading aloud, have the other members of the group list words with their assigned sound. Have each student write a sentence using one or more of the words from the list.

Follow-Up

Write the following words on the board: *park*, *corn*, *fern*, *bird*, *nurse*, *cage*, *race*, *give*.

Have students make up oral sentences using two of the words listed, such as: *The fern grows in the park.* Beginning and early intermediate level students can make up sentences using one of the words listed or work collaboratively with a partner.

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Pre-Teach

Review the high-frequency words *again*, *away*, *number*, *walk*, and *write*. Write the following scrambled sentences on the board. Guide students in rewriting each sentence in the correct order, then read them aloud:

will walk again away He. (He will walk away again.)

write can I a number. (I can write a number.)

To review *once* and *upon*, have volunteers take turns reading and completing the sentence: *Once upon a time there was (or were) ____.*