

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 *after*, *before*, and *want*. Then have students play Word Tic-Tac-Toe. Distribute copies of Blackline Master Template 2 to pairs of students. Have partners fill in each section with high-frequency words from their high-frequency Word Wall. Tell students they must use the words *after*, *before*, and *want*. Continue the game by having partners read a word and use it in a sentence before placing an X or O in the section. The winner is the first partner to have three Xs or Os in a row.

Spelling Practice 10 minutes

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

1. *chip*—There is a chip in the paint.
2. *chat*—Let's have a chat.
3. *chick*—Do you hear the baby chick?
4. *bench*—I want to sit on the picnic bench.
5. *crunch*—I like to crunch peanuts.
6. *after*—I will take you after school.
7. *before*—Who came before Cassidy?
8. *want*—I want you to meet my friend.

Dictation Practice 10 minutes

The following sentences contain words with *ch* as well as the high-frequency words from this lesson. Have students write each sentence as you dictate it.

1. I want to chase you.
2. Rich looked in the chest.
3. The fish swam after that ship.
4. Let's sit on the bench before we go home.

Interactive Writing 15 minutes

Work together with students to write a list of foods that begin or end with *ch*. Explain to students that they are making a grocery list. Tell students that lists are important because they help people remember things and ideas.

Distribute drawing paper, crayons, and marking pens. Have students choose their favorite food from the grocery list and write a sentence about it. Ask them to draw a picture to illustrate the sentence.

Apply and Assess

Independent Practice Use Blackline Master p. 102 to give students more practice spelling words with *ch*. Be sure students understand the activity directions. Have them complete the page during center time.

Writing Center Stock the center with drawing paper, crayons and marking pens, paste, scissors, and old catalogs or magazines. Have students make a small book of words that begin and end with *ch*. Ask students to write one word on each page and illustrate it. Students may want to cut out *ch* words from old catalogs or magazines. You may also suggest that students look at the Word Wall and other charts in the classroom for *ch* words.

ELL or Reteach

Help students brainstorm a list of action words that begin or end with the sound /ch/. Write the words on the board, for example: *chase*, *cheer*, *chew*, *catch*, *pitch*, *touch*. To check understanding, have students act out each action word as you review them on the board.

Spur of the Moment

Say words that begin or end with either *sh* or *ch*. You may want to say: *shine*, *chin*, *inch*, *such*, *dish*, *chop*, *shop*. Ask a volunteer to tell whether the word has a /sh/ or /ch/ sound and where the sound is heard.