

# 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, swirl*. 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 sound 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: /är/ card, /ür/ bird, /ôr/ 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.