

# Spelling Spell Words

## **OBJECTIVES**

Spell words with VC, CVC, and CCVC. **TEKS K.2.C.i** 

Spell words using sound-spelling patterns. TEKS K.2.C.ii

Spell high-frequency words from a research-based list. **TEKS K.2.C.iii** 

## **SPELLING WORDS**

at	an
am	as
HIGH-FRE	QUENCY WORDS
who	into

## **ELL Targeted Support**

**Spelling Patterns** Provide practice with the VC spelling pattern.

Write the words *at, an, am,* and *as*. Read each word and have students repeat. Explain that these words have a vowelconsonant pattern and a short vowel sound. **BEGINNING** 

Using the words *at, an, am,* and *as*, cover a word, say it, have students say it, and then ask them to write the word. INTERMEDIATE

Write the words *at* and *an*. Ask students to identify the spelling pattern and the vowel sound in each word. Cover the words, say each sound, and ask students to write the words. **ADVANCED/ ADVANCED HIGH** 

**ELPS 5.C.ii** Employ English spelling patterns with increasing accuracy as more English is acquired.

T198 UNIT 5 • WEEK 3

# FLEXIBLE OPTION

## LESSON 1

## Assess Prior Knowledge

Read aloud the words and sentences. Have students spell each VC word and the two high-frequency words.

### **Spelling Sentences**

- 1. Jenna is at school.
- 2. I am walking the dog.
- 3. Can I have an apple?
- 4. He is busy as a bee.
- 5. Who is that girl?
- 6. We can go into the store.

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# **LESSON 2**

## Teach

**FOCUS** Explain that words that have two letters, a vowel followed by a consonant, are VC words. The vowel sound in VC words is usually short.

**MODEL AND PRACTICE** Write or display the following VC word: *at*. Say the word aloud and point out that the word is spelled with the vowel *a* and the consonant *t*.

## **APPLY** MyTURN Have students complete the activity on p. 116 in the *Student Interactive.*

#### STUDENT INTERACTIVE, p. 116

	🐌 Sort and sp		_
at who	am into	an as	
	al		who
	am		into
	an		
	ds		

For additional support with ELLs, use the support in the side column.