## WEEK 3 **READING-WRITING WORKSHOP BRIDGE**



# **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**

met pen red net

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HIGH-FREQUENCY WORDS black brown

#### **ELL Targeted Support**

**Spelling Patterns** Provide practice using the CVC pattern to spell short e words. Write *met, red,* and *pen* on the board.

Point out the CVC pattern in *met* and spell the word aloud. Have students spell the word on paper. Repeat with *red* and *pen*. **BEGINNING** 

Have volunteers circle the vowel and underline the consonants in each word. Then have students spell the words on paper. INTERMEDIATE

Have partners identify the CVC pattern. Then cover the words and have students spell them on paper. ADVANCED

Say other CVC words, such as pet, ten, and led. Have students use what they know about the CVC pattern to spell the words on paper. ADVANCED HIGH

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

**T210** UNIT 4 • WEEK 3

#### FLEXIBLE OPTION

#### **LESSON 1**

#### **Assess Prior Knowledge**

Read aloud the words in the side column. Then read the sentences below. Have students spell each word with short *e* and the two high-frequency words.

#### **Spelling Sentences**

- 1. Ben has brown hair.
- 2. We met Grandpa at the carnival.
- 3. I like the color red.
- 4. Pam has black shoes.
- **5.** Dad uses a **pen** to write a letter.
- **6.** How high is the basketball **net**?

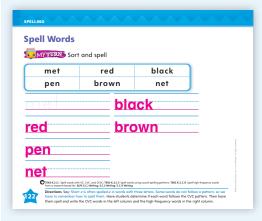
### **LESSON 2**

#### Teach

FOCUS Tell students that the short e sound can be spelled with the letter e. Point out that words with this sound are often spelled with the consonant-vowel-consonant, or CVC, pattern. Then tell students that to spell high-frequency words, the letters have to be memorized.

MODEL AND PRACTICE Write or display these words with the CVC pattern: *met*, *red*. Say each word aloud and point out that these words have the short *e* sound. Then model spelling the high-frequency words by holding up letter cards for each word and saying the letters multiple times.

**APPLY** My TURN Have students complete the activity on p. 122 of the *Student Interactive*.



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