



LESSON 3

Teach Spell Words Correctly

FOCUS Remind students that there are many tips that can help them spell words correctly. Also, the spell check on a computer can tell them if a word is misspelled and will suggest ways to spell the word correctly.

MODEL AND PRACTICE To reinforce the instruction, display the following sentence: *Maya said, "I luv~~e~~ your dres~~s~~."* Tell students you are going to edit this sentence to fix mistakes in spelling. As you correct the sentence, explain what techniques you are using to correct each misspelling (for example, thinking of *shove* or *dove* to help spell *love*). (Maya said, "I love your dress.") Then help students edit the following sentences: *Wathc out! The piant on the wall is wet. (Watch out! The paint on the wall is wet.)*

LESSON 4

Practice Spell Words Correctly

APPLY My TURN Have students complete the practice activity on p. 660 in the *Student Interactive*.

LANGUAGE AND CONVENTIONS

Spell Words Correctly

Readers will understand your writing better if you spell words correctly. Here are some tips for spelling words:

- Think of the sounds in each word as you write it.
- Think of words you know that have the same sound. For example, if you don't know how to spell *couch*, think of words you know with the same vowel sound: *loud*, *count*, and *round*.
- Some common words are hard to spell. You can use a dictionary to help determine the spelling of words such as *beautiful* and *friends*.
- The spell check on your computer will tell you if a word is misspelled. It will also suggest ways to spell the word correctly.

MY TURN Edit this draft to fix mistakes in spelling.

Water causes many **different** changes to the Earth. A river can wear away the **soil** and rocks. It can even create a **beautiful** canyon like the Grand Canyon. Waves can **break** down rock and turn it into sand. A flood can destroy roads and **houses**.

660 TEKS 2.11.D.4c Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

Writing Workshop

As students begin drafts during Writing Workshop, remind them to spell words correctly. You may wish to have students trade drafts with a partner to check that words have been spelled correctly.

Use the leveled supports in the side column for ELLs.

FLEXIBLE OPTION

LESSON 5

Standards Practice 


Display the following sentence and ask the question below:

He siad, "I am so tired and want to slep."

Which statement best describes how the misspellings should be corrected?

- A *tired* should be *tiered*, and *slep* should be *sleep*
- B *siad* should be *said*, and *slep* should be *sleep*
- C *siad* should be *said*
- D *tired* should be *tiered*, and *want* should be *wunt*

APPLY Have students complete *Language & Conventions* p. 281 from the *Resource Download Center*.

 Name _____

Language and Conventions

Spell Words Correctly

After you write, go back and check your spelling. Here are some tips for correct spelling:

- Sound out each word as you write it.
- Think of smaller words included in longer words. For example, the word *finally* includes the smaller word *final*.
- Some common words are hard to spell. You can use a dictionary to check your spelling.

MY TURN Edit this draft to fix mistakes in spelling.

Some islands in the ocean are **realy** volcanoes. The volcano may have started as a hole at the **bottom** of the ocean. When it erupts, the lava **bulds** up to form a mountain. **Finally** the mountain rises above the water. The mountain gets **taler** until it is an island.

Grade 2, Unit 5, Week 5
Copyright © Savvas Learning Company LLC. All Rights Reserved. 281