



# 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

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.

## 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 they can also use letter-sounds they know to help them spell high-frequency words.

**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 pointing out letter-sounds that students know.

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

The image shows a page from a student interactive book titled 'SPELLING'. It has a section for 'Spell Words' with a 'MyTURN' icon and the instruction 'Sort and spell'. Below this is a table with three columns: 'met', 'red', 'black' in the top row and 'pen', 'brown', 'net' in the bottom row. Underneath the table are the words 'met', 'red', 'pen', and 'net' written on a set of three horizontal lines (top, middle, bottom) for tracing and writing. To the right of these words are the words 'black', 'brown', and 'net' also on a set of three horizontal lines. At the bottom left of the page is a blue star icon with the number '122' and a small copyright notice.

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