



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-FREQUENCY 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 vowel-consonant 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.

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

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

LESSON 2

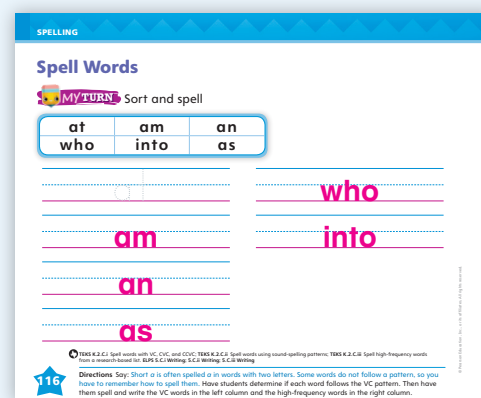
Teach

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



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