



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

but rug
fun cup

HIGH-FREQUENCY WORDS

all now

ELL Targeted Support

Spelling Patterns Provide practice using the CVC pattern to spell words. Write *run* and *fun*.

Spell each word as you point to the letters, and have students repeat. Circle the vowels and underline the consonants. Then have students write the words.

BEGINNING

Have students spell the words aloud as you point to each letter. Circle the vowels and underline the consonants. Then cover the words and have students write them. **INTERMEDIATE**

Challenge students to think of two more short *u* words with a CVC pattern. Have students spell the words aloud together and then write them. **ADVANCED**

Write *hot* and *fun*. Spell each word as you point to the letters, and have students repeat. Circle the vowels. Then have students write the word. Ask partners to write short *o* and short *u* CVC words they know. **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

Tell students that they are going to spell words. This activity will help find out how much they know about spelling short *u* and high-frequency words. Tell them that you will read a word, a sentence, and then repeat the word. Students will spell the word. Guide them through the first one. Say: *fun*; *Playing at the park is fun*; *fun*. Ask students what sounds they hear in the word *fun* and what letters spell those sounds. Have them use what they know to spell the word. Continue with the rest of the words and sentences.

Spelling Sentences

1. Playing at the park is **fun**.
2. I need to finish my math homework **now**.
3. Please put **all** the books back on the shelf.
4. My uncle spilled juice on the **rug**.
5. He filled the **cup** too full.
6. She is nice, **but** her dog growled at me.

LESSON 2

Teach

FOCUS Write the word *run* on the board. Tell students that in *run*, the sound /u/ is spelled with the letter *u*. *Run* also has a CVC pattern.

MODEL AND PRACTICE Write *sun* on the board. I see a consonant, a vowel, and another consonant, so I know the word has a CVC pattern. The vowel *u* has a short sound: /u/. Knowing the vowel sounds in a CVC word helps me spell words. Write *tug* on the board. Ask students to identify the vowel pattern. Ask what sound the letter *u* spells.

APPLY MyTURN Have students complete the activity on p. 84 in the *Student Interactive*.

Spell Words

MYTURN Sort and spell

| | | |
|-----|-----|-----|
| all | but | fun |
| rug | cup | now |

all
fun
rug
cup

all
now

TEKS K.2.C.i Spell words with VC, CVC, and CCVC. TEKS K.2.C.ii Spell words using sound-spelling patterns. TEKS K.2.C.iii Spell high-frequency words from a research-based list. ELPS 5.C.ii Employ English spelling patterns with increasing accuracy as more English is acquired.

84 Directions: Say: Short *u* is often spelled *u* in words with three letters. Some words do not follow a pattern, so you have to remember how to spell them. Have students determine if each word follows the CVC pattern. Then have them spell and write the CVC words in the left column and the high-frequency words in the right column.

For additional support with ELL students, use the support in the side column.