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

in	it
if	is

HIGH-FREQUENCY WORDS
good
open

ELL Targeted Support

Spell Words Provide practice with spelling familiar words.

Say the word *it.* Then segment the sounds in the word and have students name the letter that spells each sound. Have students write *it* on a sheet of paper. Continue with *in*. **BEGINNING**

Say these words one at a time: *it, in, if.* Have partners work together to say the sounds in each word and the letters that spell the sounds. Have them write the words on a sheet of paper. **INTERMEDIATE**

Say the words *in, it, if,* and *is.* Have students spell the words on a sheet of paper. Then have partners trade papers to check their spelling. **ADVANCED**

Say other familiar VC words, such as *at, am,* and *on.* Have students spell the words on a sheet of paper. **ADVANCED HIGH**

ELPS 5.C.i Spell familiar English words with increasing accuracy.

FLEXIBLE OPTION

LESSON 1

✅ **Assess Prior Knowledge**

First read the words, then read the sentence, and then repeat the word. Have students spell each word with short *i* and the high-frequency words.

Spelling Sentences

1. The dog **is** by the van.
2. Get **in** the car.
3. Please **open** the door.
4. Look at **it** go!
5. Run fast **if** you can.
6. He is a **good** friend.

LESSON 2

Teach

FOCUS Explain that short *i* is often spelled *i* in words that have only two letters. Tell students that this is a VC, or vowel-consonant pattern.

MODEL AND PRACTICE Demonstrate sorting the short *i* words on p. 158 in the *Student Interactive.* I am looking for short *i* words that have just two letters, a vowel followed by a consonant. I will read the first word, *in.* It has two letters. It starts with a vowel and then has a consonant. It also has a short *i* sound. This follows the vowel-consonant pattern, so I will write it in the first column.

APPLY My TURN Have students complete p. 158 in the *Student Interactive*.

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