

# 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

**ox**                      **can**  
**sit**                      **clap**

### HIGH-FREQUENCY WORDS

**no**                      **say**

### ELL Targeted Support

**Spelling** Provide opportunities for students to practice spelling VC, CVC, and CCVC words.

Write the words *can* and *clap* on the board. Have students say the sound for each letter as you point to it. **BEGINNING**

Write *can* and *clap* on the board. Have students identify which word has the CVC pattern and which word has the CCVC pattern. **INTERMEDIATE**

Ask students to spell VC, CVC, and CCVC words on the board or chart paper, saying each letter aloud as they write it. **ADVANCED**

Challenge students to work in pairs to write words with the VC, CVC, and CCVC spelling patterns. **ADVANCED HIGH**

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

## FLEXIBLE OPTION

### LESSON 1

#### Assess Prior Knowledge

Read aloud the words and sentences. Have students spell the VC, CVC, and CCVC words and high-frequency words.

1. I **clap** to the music.
2. I will open the **can**.
3. I see a big **ox**.
4. Please **sit** next to the tree.
5. There is **no** way.
6. What did you **say**?

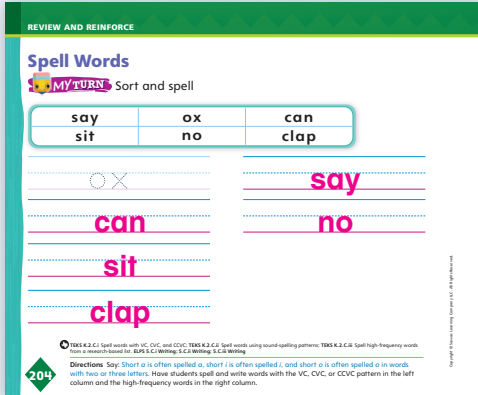
### LESSON 2

#### Teach

**FOCUS** Explain that words with VC, CVC, and CCVC patterns have short vowel sounds.

**MODEL AND PRACTICE** Have students turn to p. 204 in the *Student Interactive*. Say the words aloud. Have students tell you which word pattern each word follows or whether it is a high-frequency word.

**APPLY MyTURN** Have students complete the activity on p. 204. Have them write the VC, CVC, and CCVC words in the first column and the high-frequency words in the second column.



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