



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

hop	mop
box	dot

HIGH-FREQUENCY WORDS

find	over
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ELL Targeted Support

Spell Words Provide practice spelling familiar words.

Display *hot* and *mop*. Point to each letter and ask students to spell each word with you. Then spell the words aloud again as students write the letters on a sheet of paper. **BEGINNING**

Display CVC words with short *o*. Have students spell each word as you point to the letters. Then have them choose two words to spell on paper. **INTERMEDIATE**

Display *hop* and *dot*. Ask volunteers to circle the vowel and underline the consonants in each word. Point out that the words have a short *o* sound. Ask partners to say the sounds in each word and write it. **ADVANCED**

Repeat the Advanced activity, but this time have students say the sounds and write the words on their own. **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 each word with short *o* and the two high-frequency words.

1. A rabbit can **hop**.
2. The **box** is heavy.
3. Use the **mop** to clean the floor.
4. I need to **find** my book.
5. Can you come **over** and play?
6. I drew a **dot** on the page.

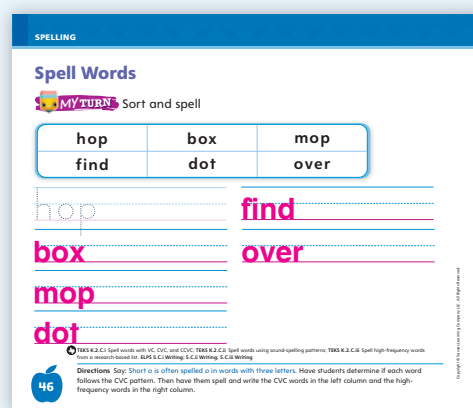
LESSON 2

Teach

FOCUS Practice the short *o* sound with students. Help them recognize that many words with short *o* are spelled with the letter *o* between two consonants.

MODEL AND PRACTICE Have students turn to p. 46. Point out the words *hop*, *box*, *dot*, *mop*. *These words have a CVC pattern and the short vowel o. I can use that to spell these words correctly.* Ask students to read aloud each word, paying attention to letters and spelling patterns.

APPLY My TURN Have students complete the activity on p. 46.



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