

Rising Grade 2 Skills

Week 3 Lesson 1

Learning Goal/Overview (What Students Will Know/Be Able to Do By End of Lesson)

- In this lesson, students will complete a vowel spelling review, tricky word review, a chaining activity, and participate in a differentiated small group activity.

Enduring Understanding/Focus

- Students will be able to identify the five most common vowel sounds and the most common spellings for each sound. Students will also be able to identify tricky words, and retell a story and use the illustrations and key details from a fictional text read independently to describe its characters, setting, or events.

Lesson Structure

Warm Up-	10 minutes
Activity 1- Tricky Word Practice	15 minutes
Activity 2- Teacher Chaining	10 minutes
Independent Practice/CFU	25 minutes

Student Materials

Pencil, paper, Individual Code Charts, Worksheet 18.1, and Worksheet 18.2

Lesson Set

Standard(s) Covered:

- 1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text
- 1.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- 1. FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly
- 1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension
- 1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

Note: Today's Small Group time is longer than usual, permitting you to work with students in small groups as you deem appropriate. We have provided a worksheet with comprehension questions about "The Fox and the Grapes," should you want to ask some or all students to reread the story and then answer the questions.

Warm Up - Speedy Sound Hunt

- **Procedure:** You will review the vowel spellings with students' Individual Code Charts. Students will race to find the following sound-spelling correspondences in their Individual Code Charts.

- | | |
|------------------------|----------------------|
| 1. 'oo' > /oo/ (soon) | 4. 'oi' > /oi/ (oil) |
| 2. 'oo' > /oo/ (look) | 5. 'aw' > /aw/ (paw) |
| 3. 'ou' > /ou/ (shout) | 6. 'ee' > /ee/ (bee) |

- Share the following directions with your students: We are going to review the vowel spellings you have learned by having a race using your Individual Code Charts. I will tell you a word. Listen carefully for the vowel sound. When I say 'go', I want to see who can find that sound in their Individual Code Chart, raise their hand, and then tell me the spelling for that sound." Tell students that you will do one together for practice. Say the word foil, asking students to say the vowel sound together (/oi/). Then tell students to raise their hands when they find the speech bubble with the /oi/ sound. Now tell students to quickly scan all the spellings listed in the row next to the speech bubble, looking for any that are outlined in green. Tell them this is a quick way to find the spellings they have already learned. Tell all students to raise their hands when they find a green spelling for this speech bubble. Call on one student to give the spelling and read the example word as follows: /oi/ is spelled 'oi' and the example word is oil. Now tell students that you are ready to start the race. Tell students you will say a word and will call on the first student to raise his or her hand after he or she has found the sound and spelling. Say the words provided in the box below.
- **Note:** You may want to draw a copy of the speech bubble with the /oi/ sound on the board for use during this example so that students know what you mean when you say speech bubble.

- | | |
|----------|----------|
| 1. foul | 6. meet |
| 2. boot | 7. house |
| 3. crawl | 8. lawn |
| 4. oink | 9. spoil |
| 5. good | 10. keep |



Activity #1 – Tricky Word Practice

- Procedure:** Distribute and display Worksheet 18.1. Tell students that they are going to practice reading and writing some of the Tricky Words that they have learned. Write the word *should* on the board and have students read the word aloud. Tell students to copy the word *should* on the left side of their paper next to the number one. They should say the name of each letter as they copy the word. Erase the word *should* from the board. Have students fold their paper along the dotted middle line and place the paper so that the word *should* is now facing the desk. Ask students to write the word *should* from memory, saying the name of each letter as they write the word. Tell students to unfold their paper and compare the word that they just wrote with the one they copied. Tell them to correct any errors if they misspelled the word. Repeat these steps with the remaining Tricky Words that are listed below.

1. because	4. they	7. said
2. down	5. your	8. of
3. could	6. once	9. would

Name _____ **18.1**

Directions: Have students copy the word onto the left side of the paper, fold it in half, and then write the word from memory on the right side of the paper.

1.	_____	1.	_____
2.	_____	2.	_____
3.	_____	3.	_____
4.	_____	4.	_____
5.	_____	5.	_____
6.	_____	6.	_____
7.	_____	7.	_____
8.	_____	8.	_____
9.	_____	9.	_____
10.	_____	10.	_____

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Activity #2 – Teacher Chaining

- **Procedure:** Write the word *spoon* on the board. Ask a student to read the word. Then, remove the ‘p’ to create the word *soon*. As you make this change, say to students, “If that is the word *spoon*, what is this?”. As students what change you made to the word spoon to get the word soon. Continue this process until all of the words in the first chain have been spelled. When you have come to the end of the first chain, erase the board and begin the next chain. Complete all three chains listed below.

1. spoon > soon > seen > see > saw > jaw > paw > raw > draw
2. pound > pond > bond > bound > sound > found > round > hound > mound > mount
3. spool > pool > cool > coil > oil > boil > foil > foul > fool > food

Independent Practice/Check for Understanding - Differentiated Small Group

Note: This activity requires students to be grouped based on present levels of performance and need for additional teacher support. Working in these groups will allow the teacher to individualize instruction and work with those students who require additional support.

Reader Link:

[https://bestforall.tnedu.gov/sites/default/files/documents/Decodable%2C%20Grade%201%2C%20Unit%203 AK.pdf](https://bestforall.tnedu.gov/sites/default/files/documents/Decodable%2C%20Grade%201%2C%20Unit%203%20AK.pdf)

- **Procedure:**
 - **Group 1 (independent)**- Group 1 students will be working independently for this activity. These students should reread the story “The Fox and The Grapes”. Tell students that they can read this story at a whisper level to themselves. Once students have finished reading the story they should complete Worksheet 18.2. This worksheet asks students questions about the story that they read. Reminds students that they should answer the questions in complete sentences and be sure to include the page number that they found their answer on. If this group finishes early, students may reread stories from the reader.
 - **Group 2 (with teacher)**- Group 2 students will be working in a small group with the teacher. As a group students should reread the story, “The Fox and The Grapes”. Have students read the story with a read aloud technique of your choice. Support students reading by assisting them with any words that are difficult for them to read. Once students have finished reading the text complete Worksheet 18.2 as a group. Allow all students to participate in the story discussion and decide the correct answer. As you work through the questions make sure to review answering the questions in a complete sentence and why it is important to include the page number that they found their answer on.

○

Name _____ **18.2**

The Fox and the Grapes

1. What did the fox see?
 - a fat hen
 - a fawn
 - a bunch of ripe grapes

Page _____

2. To get the grapes, the fox . . .

Page _____

Directions: Have students read the story and answer the questions.

3. Can the fox tell that the grapes are sour? Why or why not?

Page _____

Directions: In the box, have students illustrate part of the story and write a caption below.