

Lesson 2

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates the letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational text read independently (RI.2.1)
- ✓ Identify the main purpose of a nonfiction/informational text read independently, including what the author wants to answer, explain, or describe (RI.2.6)
- ✓ Describe how reasons or facts support specific points the author makes in a nonfiction text read independently (RI.2.8)
- ✓ Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with a nonfiction/informational text read independently and explain how these graphics clarify the meaning of the text (RI.2.7)
- ✓ Read and write words with the inflectional endings and suffixes: *-ed, -ing, -s, -es* (RF.2.3d)

At a Glance	Exercise	Materials	Minutes
Warm-Up	One-Syllable Words	Spelling Trees	5
The /ae/ Sound and Its Spellings	Today's Focus Spelling	Vowel Code Flip Book; Spelling Cards for 'ai' > /ae/ (<i>wait</i>), 'ay' > /ae/ (<i>day</i>); tape; Individual Code Chart; green fine-tip markers	20
	Word Sort	Worksheet 2.1; projection system	15
Reading Time	Partner Reading: "The Spelling Bee"	<i>Kids Excel</i> ; Worksheet 2.2	20
Take-Home Material	Are the Sounds the Same?	Worksheet 2.3	*

Advance Preparation

Write the following words on leaves to add to the Spelling Tree for this lesson:
pain, train, mail, snail, may, ray, stay, pray, play, mer | maid, rain | storm, pain | ter, day | time, hay | ride, pay | ment, yes | ter | day, sub | way.

Note to Teacher

Please note the multi-syllable words for the Spelling Tree should be written on the leaves without the syllable division provided here. Syllable division is provided for your information as you assist students who are experiencing difficulty.

Warm-Up

5 minutes

One-Syllable Words

- The point of this Warm-Up is to provide practice hearing the difference between the /a/ and /ae/ sounds.
- Remind students the focus of this unit is on vowel sounds and their spellings.
- Show students the Spelling Trees created in the last lesson. Point to a few of the leaves from the /a/ Tree and read the words, reminding students that this tree has words with the short vowel /a/ sound. Do the same for the /ae/ Tree.
- Read the following list of one-syllable words to students. After saying the word aloud, instruct students to first repeat the word, then the vowel sound heard in the word, and then point to the tree for the sound: *bat, same, lake, pad, bad, dad, wait, day, say, rain, cab.*

The /ae/ Sound and Its Spellings

35 minutes

Today's Focus Spellings

20 minutes

- Display the Vowel Code Flip Book; also have the Spelling Cards listed in the At a Glance chart readily available.
- Today's letter-sound correspondences can be found on the following page of the Vowel Code Flip Book.

Vowel Code Flip Book

1. 'ai' > /ae/ (*wait*) Vowel Code Flip Book on page 7
2. 'ay' > /ae/ (*day*) Vowel Code Flip Book on page 7

- Point to the /ae/ Spelling Tree. Tell students today they will focus on two spellings for the /ae/ sound.
- Explain the first spelling is 'ai' as in *wait*.

- Read the 'ai' words aloud from the Spelling Tree.
- Turn to **Vowel Code Flip Book page 7** and put the Spelling Card on the appropriate space. Discuss the power bar.
- Today's letter-sound correspondences can be found on the following page of the Individual Code Chart.

Individual Code Chart

1. 'ai' > /ae/ (*wait*) Individual Code Chart on page 8
2. 'ay' > /ae/ (*day*) Individual Code Chart on page 8

- Distribute the green markers. Have students turn to **Individual Code Chart page 8**. Guide students in outlining the appropriate card on the chart as well as the spelling.
- Write the following words on the board one at a time, underlining the spellings. Read each word aloud as a class.

'ai'

- | | |
|---------|---------|
| 1. aim | 4. sail |
| 2. pain | 5. mail |
| 3. aid | 6. paid |

- Explain the second spelling is 'ay' as in *day*.
- Read the 'ay' words from the previous lesson located on the Spelling Tree.
- Turn to **Vowel Code Flip Book page 7** and put the Spelling Card on the appropriate space. Discuss the power bar.
- Write the following words on the board one at a time, underlining the spellings. Read each word aloud as a class.

'ay'

- | | |
|--------|---------|
| 1. may | 4. play |
| 2. pay | 5. way |
| 3. say | 6. tray |

- Shuffle the leaves you have prepared with the 'ai' and 'ay' spellings.
- Hold up one of the leaves you prepared and ask students to read the word. Then select a student to tape the leaf to the appropriate branch.

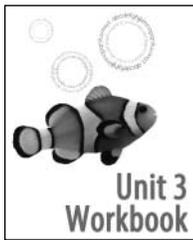
- Ask students to look at the Individual Code Chart. Ask students which of the three spellings they have learned for /ae/ has the longest power bar. Explain that 'a_e' is used as a spelling for /ae/ in more words than 'ai', and 'ai' in more words than 'ay'.

Word Sort

15 minutes

- Display Worksheet 2.1 using your preferred method.
- Ask students to turn to Worksheet 2.1.
- Explain all the words in the box contain the sound /ae/; the words either have the spellings 'ai', 'ay', or 'a_e'.
- Point out the three columns below the word box. Tell students each column stands for one of the /ae/ spellings: 'ai', 'ay', and 'a_e'.
- Tell students you want them to help you sort the words according to spellings and write them in the proper columns.
- Point out the first word, *stain*, has already been sorted.
- Ask a student to read the second word in the box, *paid*, and ask the other students which letters spell the /ae/ sound, telling them to circle this spelling. Then ask where you should write the word.
- Add the word to the correct column. Have the class do the same on their worksheets. Then use the word in an oral sentence to illustrate its meaning.
- Repeat this process until all of the words have been sorted.
- Ask students if the spelling 'ai' is used at the end of any words. (no) Tell them this spelling tends to be followed by a consonant spelling.
- Ask students if 'ay' is used at the end of any words in the sort. (yes) Tell them this spelling (unlike 'ai') tends to be at the end of the word (or syllable, as in *playing*). It does not tend to be at the beginning of the word or in the middle. It is most commonly a word-ender.

See the Pausing Point for students needing additional help with the /ae/ sound and its spellings.



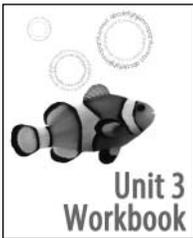
Worksheet 2.1

Partner Reading: “The Spelling Bee”

Introducing the Story



“The Spelling Bee”



Worksheet 2.2

- Remind students the new Reader is about kids who excel at different things. Ask students what it means to excel. (It means to work hard and do something very well.)
- Tell students to open to the Table of Contents and find the story that comes after “A Letter from the Publisher.” Ask students for the title. (“The Spelling Bee”)
- Create a **K-W-L** chart about spelling bees on chart paper. There will be three columns: the **K** is for what students already **know**, the **W** is for what students wonder, or **want** to know, and the **L** is for what they **learn**.
- Ask students what they know about spelling bees and record their answers in the **K** column. Then ask students what they would like to learn about spelling bees and record responses in the **W** column. You will fill out the **L** column after students read “Miss Baker.”
- If students provide incorrect information for the **K** column, you can still record their answers. When you fill out the **L** column of the chart, you can edit incorrect information at that time.

Previewing Spellings

- Before reading the story, write the following words on the board having ‘ai’, ‘ay’, and ‘a_e’ spellings. Read the words aloud as a class.

‘ay’	‘ai’	‘a_e’	Multi-syllable words
days	Gail	state	ex pert
say	chair	stage	ex pect
Sun day	Craig	mis take	hun dred
stay	wait ed	air plane	Sun day
	air plane	Nate	wait ed
			air plane
			mis take

Challenging Vocabulary

- Preview the following vocabulary with students.

1. **ding**—an onomatopoeia for a ringing bell; remind students they read onomatopoeia words in the *The Cat Bandit*. (If you have a bell, you can demonstrate how the word *ding* sounds like a bell ringing.)
2. **dark horse**—an idiom to describe a little known competitor who surprises others by emerging at the top.
3. **runner-up**—a competitor who comes in second place in a competition

Purpose for Reading

If some student pairs finish early, they may illustrate one of the words or phrases from the Supplemental Materials section. You should write several of these words or phrases on the board or chart paper prior to students reading in pairs.

- Ask students to read to discover answers to the **W** questions in the **K-W-L** chart. Have students read with a partner. Remind students to use their Individual Code Charts to help sound out words. Students should also look to the Spelling Trees for additional help.
- Instruct students to complete Worksheet 2.2 when they finish reading the story. Encourage students to look back in the story for the answers.

Wrap-Up

- Ask students if they learned anything new that can be recorded in the **L** column of the **K-W-L** chart.
- Review Worksheet 2.2 as a class.

Take-Home Material

Are the Sounds the Same?

- Have students place Worksheet 2.3 in their notebooks to go home.

Supplemental Materials

- Decodable words:

- | | | | |
|---------|--------------|------------|----------------|
| 1. maid | 7. way | 13. rain | 19. clay |
| 2. day | 8. yesterday | 14. wait | 20. holiday |
| 3. may | 9. main | 15. paid | 21. raisins |
| 4. pane | 10. pain | 16. train | 22. playground |
| 5. play | 11. stay | 17. Sunday | |
| 6. say | 12. pay | 18. crayon | |

Homophones are words that sound the same but are spelled differently and have different meanings. English has many homophones because there are many spelling alternatives for sounds. If each sound were spelled only one way, there would be no homophones. You can use homophones as a fun way to build vocabulary and help students remember the spelling alternatives.

- Decodable homophones:

- | | |
|----------------|---------------|
| 1. made/maid | 6. hare/hair |
| 2. plane/plain | 7. mane/main |
| 3. sale/sail | 8. pane/pain |
| 4. tale/tail | 9. pale/pail |
| 5. fare/fair | 10. vane/vain |

- Phrases and sentences:

- | | |
|-----------------------|------------------------------|
| 1. dog days of summer | 6. no pain, no gain |
| 2. day in and day out | 7. two can play at that game |
| 3. make my day | 8. bait and switch |
| 4. hit the hay | 9. take a rain check |
| 5. no way | 10. at a snail's pace |

- Wiggle Cards:

- | | |
|-----------------------------|--------------------------|
| 1. say your name | 3. act like it's raining |
| 2. act like you are in pain | 4. shake your brain |

Code Knowledge

- Before today's lesson: if students read 1,000 words in a trade book, on average 644–801 of those words would be completely decodable.
- After today's lesson: if students read 1,000 words in a trade book, on average 657–816 of those words would be completely decodable.
- 'ai' and 'ay' are both generally pronounced /ae/.