

## Week 23

**Standards addressed this week:**

- Define adjectives as words describing nouns and identify adjectives in a sentence.
- Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- Spell grade-level homophones correctly.

**Grammar topic:** adjectives - apostrophes to show possession

*note: We are not doing possession by adding just an apostrophe to plural nouns that end in -s this week.*

**Patterns of the week:** ar and or as /er/

**Generalization:**

1. After a W, the /ər/ sound is usually spelled OR.
2. At the end of a word, /ər/ is usually spelled ER but can be spelled AR or OR.

**Spelling Words:** worry, backward, worse, world, favor, dollar, sugar, grammar, color, doctor

**Homophone pair:** hear/here

[Slides](#)

**Note:** The early bird sound is really a schwa sound: /ər/. You do not need to write it this way and can just call it “early bird” or call it “er” or however you want to write it.

**Note:** Based on teacher feedback, I have listed some potential dictation sentences to use for cumulative review. If you have time anywhere in your day and want to add these in, feel free.

- The pizza dough needs to rise for hours.
- I am amazed that you know the names of all my friends.
- Each box here contains a stuffed animal.
- They are running all around when they should be sitting down.

## Day 1:

**Grammar:** (7 min)

Materials: slides

- Remind students that last week we talked about possessive adjectives - my, your, his, her, its, their, our. These words come before a noun to show who owns that noun.
- Slide 3: This week we are going to build on that by finding and writing other possessives.
- Slide 4: Find the possessive adjective in this sentence. (his - draw an arrow from his to book) But what if I said that in our class? Would you know whose book it is? No because you don't know who "his" refers to.
- Slide 5: Here's another sentence with an adjective that shows possession. Jaden's describes book (draw an arrow from Jaden's to book). What we did there was take a noun - Jaden - and make it into a possessive adjective by adding the apostrophe s to it.
- Slide 6: You can do this with any noun - take any name to add it into the blank on this slide. Whatever name you pick, its \_\_\_\_\_'s form would describe the book.
- Slide 7: Find the possessive adjective. (her - describes raincoat by telling us whose raincoat it is.)
- Slide 8: Where is the possessive adjective in here? Tanisha's - describes raincoat by telling us whose raincoat it is.
- Slide 9: Where is the possessive adjective in here? There are two! My describes sister and sister's describes raincoat by telling us whose raincoat it is.
- Slide 10: Same - pick any name and put it in the line and it doesn't change the part of speech.

**Phonics:** (18 min)

Materials: slides

- Slide 11: Put up the words for this week. Read all the words to or with students. Then have them tell you anything they notice that all of these words have in common. You can also hint for them that there is a sound that they all share. They might just say /r/, which is true.
- All of these words have an /ər/ in them. But they don't have the typical early bird spellings that we have learned! Read through each word again and circle the letters that are making the /ər/ sound.
- Slide 12: Show them the early bird wall card. They did the left column in kinder and first. This week, we are doing the patterns on the right hand side. Chant the early bird wall card with them.
- Slide 13: The most common spelling for /ər/ is ER. But this week we are looking at these three spellings. Is there anything that you notice about a pattern for when it is one spelling instead of another?
  - After a W, the /ər/ sound is usually spelled OR.
  - At the end of a word, /ər/ can be spelled AR or OR. Remind again that ER is still the most common, but we aren't seeing that this week because we are focusing on other spellings for /ər/.

## 2<sup>nd</sup> Grade Word Study Lesson plans: Week 23

**Homophone pair:** (5 min)

Materials: slides, word study notebooks

- Put up slide 14 and have them tell you the difference between those words. Then have them draw pictures to represent these in their notebooks - like an arrow for here and an ear for hear.

here

hear

## Day 2:

**Grammar:** (10 min)

Materials: slides, [worksheet](#)

- Slide 16: Have students work as a class, in teams, in partnerships, or alone to complete the worksheet to find the possessives and identify what noun they are describing. This has a mix of possessive adjectives from last week (without apostrophes) and ones from this week with apostrophes.

**Homophone pair:** (2 min)

Materials: slides

- Slide 17: Quickly have students tell you which spelling of here/hear to put on the lines.

**Phonics:** (18 min)

Materials: notebook, pencil

- Slide 18: Practice early bird wall card together. Review the spelling pattern that we are working on this week: Some words that have an /ər/ sound have the less common spellings of AR, EAR, or OR. This week we are working on AR and OR, and in the next couple weeks, we'll do EAR. Words with /wər/ at the start are generally spelled WOR.
- *Today, students are going to practice writing a spelling word on their slate. Then they are going to write the word correctly in their notebook. This intentionally gives students two times of writing the word and gets them to have the correct spelling in their notebooks. This is the same process as the last several weeks.*
- Slide 19: have them make this three column chart in their notebook.
  - Then have them have their notebook and pencil on their desk and their slate on their lap or in their desk because they need to access both.
  - One by one read students the spelling words and have them write what they think is the correct spelling on their slates. Remind them that these endings all sound the same so you'll need to write what you think it looks like in books and then change it around if it looks wrong to you. (This is why we are doing it on slates - so it is easier to erase repeatedly to make it look like it does in books.)
  - Then write the correct spelling on the board in the correct column.
  - Have them copy the word in the correct column.
  - *Spelling words: backward, favor, worry, worse, dollar, sugar, color, grammar, doctor, world*

## Day 3:

### Grammar and homophones: (10 min)

Materials: [worksheet](#)

- Have students work on the attached worksheet. Part A is the most important here so you might want to work with a small group who you think will struggle on this part.
- You can circulate and give feedback once your group has finished Part A or you can circulate throughout to see which errors you are noticing on students writing possessives. Ignore any errors that are for plural nouns that end in -s because that is the focus for next week. Any other errors, either give feedback or put a few up on the doc cam and have students give feedback on those errors.
- Slides 21-22: There are slides for the answers for Part C in case you want to quickly put them up to have students check their work. You can go over #9 (this week's words) if you want, but I would not go over the other ones time-wise.

### Phonics: (20 min)

Materials: slides, slates / marker

*Phonics Rule Spelling Practice (8 min)*

- OPTION A: Have students use the words in their notebooks to quiz each other. One student reads a word to the other to spell on the white board. Then they switch.
- OPTION B: Do this whole class - the teacher reads a word and everyone writes it on their board.

Materials: slides, [words to syllabicate worksheet](#)

*Syllable work: (12 min)*

- Do the early bird wall card.
- For each of the words in slides 24-39, follow this process:
  - ask students where they think the syllable break is or have them do the work on their worksheet for the first one. Do not read the word aloud to them first. The purpose of this activity is to think how syllable breaks and vowel patterns can be used to read words and so this defeats that if you read the word to them first.
  - Mark where they say the break is. Make sure it follows the guidelines of (1) every syllable needs a vowel sound, and (2) every syllable needs to be readable.
  - Then read the word with that break following phonics rules.
  - Ask them if this makes a word they know. If it doesn't, have them change the syllable break or vowel sound until it does make a word they know.
- You don't need to get through them all, but here are some things you can review if you want to. Most of these words are regular other than the final r-controlled pattern saying /ər/:

## 2<sup>nd</sup> Grade Word Study Lesson plans: Week 23

WORD	Points to hit
spider	spi-der (regular)
cheddar	ched-dar (regular) Double consonant syllable break.
rumor	ru-mor (regular)
tractor	trac-tor (regular)
harbor	har-bor. Syllables usually break after an R.
solar	so-lar (regular)
liar	li-ar (regular)
stranger	stran-ger (ANG is a closed syllable exception because an A before an NG usually says /ā/. This is a first grade rule.) Review of triple consonant blend at start of a word.
rather	rath-er (regular)
proper	prop-er. Seems like it should be prō-per but that's not a word.
horror	hor-ror (regular) Double consonant syllable break.
razor	ra-zor (regular)
splendor	splen-dor (regular) Review triple consonant blends from the start of the year.
cedar	ce-dar. Chance to review C before E says /s/.
lunar	lu-nar (regular)
molar	mo-lar (regular)

## Day 4:

**Grammar:** (3 min)

Materials: Slides

- Put up the sentences on slide 41. Ask students to tell you if they are correct and then tell you what you need to do to fix these. *You need to add an 's to Jess and to friend.*
- What noun is each possessive describing? Have them tell you where to add an arrow. (Jess's to ball and friend's to house and my to friend's.)

**Homophone pair:** (7 min)

Materials: slides, slates / marker

- Slide 42: Have students write sentences with both spellings of here/hear. Show strong examples to the class. OR show strong examples but before putting up their slates, erase those two words and have students tell you which here/hear should go in the empty spot.

**Phonics:** (20 min)

Materials: white board, marker, notebook

*Phonics Rule Spelling Practice* (8 min)

- OPTION A: Have students use the words in their notebooks to quiz each other. One student reads a word to the other to spell on the white board. Then they switch.
- OPTION B: Do this whole class - the teacher reads a word and everyone writes it on their board.

Materials: [Syllasearch word catcher worksheet](#)

*Syllable work* (10 min)

- Part to Whole: This is a chance for students to work with the words from their spelling list and the words they broke up yesterday and to take the syllables from those words and make words out of them.
- Slide 44: Pass out the worksheet to students so they have their own sheet to look at.
  - Work as a class or in partnerships or small groups to read the first syllables using syllable rules they know.
  - For the second syllables, remind them that these are the syllables that we have been working on this week. When these r-controlled are second syllables in words, they all end with the /ər/ sound. Practice reading these either as a class, in partners, or whole group.
- Then send them off to make as many words as they can. Each first syllable is used once, but some second syllables are used multiple times so they shouldn't cross them off after using them.

## Day 5:

Quiz: (20 min)

Materials: [quiz](#)

### Spelling:

- For each word, read the word, then read the sentence, then read the word again. Sentences are listed below.

1	world	Most of the world is covered with ocean.
2	backward	I can count backward from 100.
3	dollar	I will earn a dollar if I make my bed every day this week.
4	grammar	Learning about parts of speech is important in grammar.
5	favor	Please do me a favor and get me that pen that I dropped.
6	worry	Don't worry about your lost toy. You'll find it soon.
7	color	My favorite color is brown
8	sugar	There is so much sugar in soda.
9	worse	My sore throat feels worse today than it did yesterday.
10	doctor	I saw a doctor when I broke my arm.
11*	rumor	You should believe a rumor unless you know it is true.
12**	pennies	I found four pennies on the sidewalk on my walk home.

### DIRECTIONS FOR DICTATION:

1. Read the sentence fluently once. Pause for 2 seconds.
2. Read the sentence at about half speed once. Pause for 20 seconds.
3. Read the sentence fluently once more. Pause until almost everyone or everyone is finished and then move on to the next sentence.

13. I can hear you much better if you come stand right here.

14. I broke my glasses and now I can't see clearly.

## 2<sup>nd</sup> Grade Word Study Lesson plans: Week 23

### Reading Words in Context: (10 min)

Materials: [Syllable story for week 23](#)

- Pass out copies of the syllable story for the week
- Ask each student to whisper and read it to themselves.
- Then, students can work as partners to read the story, including most of the words from this week's syllable work. Remind them that they should read the words together and stop on words that are hard for one or both to read. For those words, they should see if they can find syllable chunks they know if it is a word with more than one syllable. Tell them they should circle these words because that is how you will know which words are hard for our class. If they finish early, they can illustrate the story on the back.
- If your students need support with this procedure, circulate today to ensure everyone understands the process. If they can independently read with partners, you can pull a group to work through the story.

Planned partnerships	