Spelling Alternatives- CKLA Skills Lesson

FOCUS	OBJECTIVE
Foundational Skills	Students will learn the sound/spelling /ə/ > 'a' and 'e', and will read two- and three-syllable words with these features

MATERIALS	Vocabulary
Vowel Code Flip Book, Spelling Cards, Individual Code Chart, Spelling Tree/leaves, green markers, Activity Page 7.1, PowerPoint	Schwa - a symbol for a vowel sound

I DO:

- I will explain that the symbol for schwa is /ə/
- Schwa often sound like /u/
- I will explain how the word 'about' is pronounced /ə/ /b/ /ou/ /t/
- I will explain that if students pronounced the 'a' as /a/ or /ae/, that it would not be recognizable
- I will talk about how not all words with the /ə/ sound are spelled with an 'a', and some are spelled with an 'e'.

WE DO:

- We will look at words like *afraid* and *China* to identify what has the /ə/ sound.
- We will go through the words *benefit, severe, decay, appetite,* and *Tennessee.*
- We will read "The Story Spoilers" and complete Activity Page 7.1 as a class.

YOU DO:

- Students will get out their Code Chart and a green marker, they will activate, or highlight the /ə/ code for 'a' and 'e'.

DIFFERENTIATION

All students have access to strong Tier 1 curriculum. Differentiation will be minimal.

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FOCUS	OBJECTIVE
Language	Students will identify the subject and predicate in sentences.

Materials	Vocabulary
PowerPoint, Dry Erase Markers	Subject - the beginning part of a sentence Predicate - tells what is happening in the sentence

I DO:

- I will review what a subject and predicate are and where they are in a sentence.
- I will explain the game "Climb the Ladder" and will model how to label a sentence with an example.

WE DO:

- We will complete an example problem as a class before starting the game.

YOU DO:

- You will work with your group to find the subject and the predicate in each sentence.

DIFFERENTIATION

All students have access to strong Tier 1 curriculum. Differentiation will be minimal.

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FOCUS	OBJECTIVE
Reading	Students will reread "the Hungry Troll" with partners, close read the story, and discuss challenging passages and vocabulary.

Materials	Vocabulary
Sir Gus book	Shrugged, sire, modest, as well, famous, thunderous, monstrous, cry, fetch, well, loathsome, beast

I DO:

- I will show students how to find "The Hungry Troll" using the table of contents.
- After students are done reading, I will lead the discussion about the text.

WE DO:

- We will go back into the text, "The Hungry Troll" to find answers to the questions.
- We will be able to identify vocabulary words and provide context to unknown words.

YOU DO:

- There is no independent work for this section of the lesson. Students are expected to participate in the discussion.

DIFFERENTIATION

All students have access to strong Tier 1 curriculum. Differentiation will be minimal.