

Name \_\_\_Lilly\_\_\_

Student Grade Level \_\_\_2<sup>nd</sup> grade\_\_\_

Based on her spelling inventory, it could be concluded that Lilly is in the early within word stage. Several indicators point me to make this conclusion. First of all, one of Lilly's strengths is that she spells most single-syllable short vowel words correctly, and correctly places most beginning consonant digraphs and two-letter consonant blends. Secondly, Lilly attempts to use silent vowel markers, as seen in the way that she spelled "float", "bright", and "spoil". Lilly is able to hear the long vowel sounds in these words, but she chooses the wrong word pattern, spelling them "flote", "brite" and "spole". Lilly is using, but confusing, long vowel patterns. One of Lilly's weaknesses is that she does not know how to automatically spell some words that a lot of students who are in this stage would normally know how to spell. For example, Lilly misspelled the word "when" and "place". I think because she has a difficult time spelling many words, she struggles with writing because she is too focused on spelling and less able to focus on expressing her ideas. Lilly could definitely use some instruction in writing more fluently.

Objectives for week—

1. The student will begin to understand different patterns between long and short vowels—particularly patterns between the short and long a vowel.
2. The student will learn new vocabulary and recognize new words in reading that fit in with her word study.
3. The student will practice becoming a more fluent writer by building vocabulary and brainstorming ideas.
4. The student will learn that homophones are words that are pronounced the same, but have different meanings and spellings. The student will know the difference between the homophones "tail" and "tale".

SOLs for week—

- 2.2 The student will expand understanding and use of word meanings.
- 2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.
- 2.5 The student will use phonetic strategies when reading and spelling.
- 2.7 The student will expand vocabulary when reading.
- 2.12 The student will write stories, letters, and simple explanations.
- 2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.

Monday	Tuesday	Wednesday	Thursday	Friday
Word Sort: -Lilly will sort the words cat,	Word Hunt: -Lilly will find a connection	-Lilly will pick out 5 words from her word study words	Train Station Game: - Lilly and some other	Writing with a prompt: - Lilly will be given a writing

<p>gas, back, has, camp, tack, cake, game, lake, cape, takle, trade, rain, tail, chain, paint, pain, train, was, and said into either CVC, CVCe, CVVC, or oddballs.</p> <ul style="list-style-type: none"> <li>- We will begin by reviewing the words and making sure they make sense to Lilly. We will talk about unfamiliar words and homophones.</li> <li>- Then I will introduce the words “cat” and “cake” to her and tall her to listen to the differing vowel sounds in the two words. I will ask Lilly to help me sort words into long verses short a vowel sounds.</li> <li>- Then once we have two categories, I will ask Lilly to look at the words in the long vowel category and separate them into another category of words that have the same sound, but follow a different pattern.</li> <li>- Once Lilly does this, we will discuss the different patterns in each of the words.</li> <li>- I will keep the CVC, CVCe, and CVVC headers in place and scramble the words and ask Lilly to re-sort the words according to their patterns.</li> <li>- I will then ask Lilly to record her words in the correct categories, in her word study notebook.</li> </ul> <p>-For homework, I would ask</p>	<p>between what she is reading and her word study words:</p> <ul style="list-style-type: none"> <li>- I will ask Lilly to choose one of her reading level books to read. As she is reading, I will ask her to find words that fit into the particular sound or pattern of the words that she was studying on Monday—the short or long a sound, following the patterns of CVC, CVCe, or CVVC.</li> <li>- Lilly will be responsible for recording the words she finds in her word study notebook. She must write the word, use it in a sentence, and the pattern that it belongs to.</li> </ul> <p>-For homework, I will assign Lilly a blind sort using her words to complete with her parents. Lilly’s parents can read her the list of her words, and Lilly can sort them into the appropriate categories.</p>	<p>that are difficult for her to remember.</p> <ul style="list-style-type: none"> <li>- Lilly will write out these words in her word study notebook in alphabetic order.</li> <li>- I will post them somewhere in the classroom where she can see them in alphabetic order.</li> <li>- Lilly will be expected to spell these words correctly in all of her work.</li> <li>- After Lilly has written each of these words out, she will answer the questions, “why might these words be difficult to remember?” and “what can help me remember these words” in her word study journal.</li> </ul> <p>Homework:</p> <ul style="list-style-type: none"> <li>- Lilly’s homework will be to use these 5 words in a complete sentence and write them in her word study notebook.</li> </ul>	<p>students who are working on the same word study words as Lilly will play a game together.</p> <p>Each student will select a game piece. The first child then rolls a die and moves the appropriate number of spaces. Students pronounce the word they land on and identify the vowel and the pattern it follows. In addition, a child must say another word containing the same vowel sound in order to stay on the space. Play continues until someone reaches finish.</p> <ul style="list-style-type: none"> <li>- As Lilly is working, she will record the words that she lands on, as well as their pattern, and another word that fits that pattern in her word study notebook.</li> </ul> <p>-Homework:</p> <p>Lilly will be responsible to do independent reading for 15 minutes. When she comes across a word that fits in with her word study pattern, she should write it down, along with which pattern it belongs to, in her word study notebook. Her parents should sign, indicating that she read.</p>	<p>prompt and will have time to write a short story using the writing prompt.</p> <ul style="list-style-type: none"> <li>- She will be given different options for her setting, main characters, and plot. Lilly will roll a dice three times. What she rolls will determine the setting, characters, and plot she writes about. The first time she rolls, if she rolls a 1 or a 2, she will write about the 1<sup>st</sup> setting on the prompt. The second time she rolls, if she rolls a 1 or a 2, she will write about the 1<sup>st</sup> main character. And the 3<sup>rd</sup> time she rolls, if she rolls a 1 or a 2, she will write about the 1<sup>st</sup> plot.</li> <li>- Regardless of what her setting, character, and plot are, Lilly must use the 5 words that she identified on Wednesday (as the difficult words) at some point in her story.</li> <li>- Lilly can use her word study notebook to jot down ideas and brainstorm before she begins to write.</li> </ul> <p>Homework:</p> <ul style="list-style-type: none"> <li>-Lilly will be responsible for taking her short story home, reading it to her parents, revising and editing it, writing a final copy, and bringing the final copy into school the next day. She will glue her rough</li> </ul>
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Lilly to write 5 of her words in a complete sentence in her word study notebook.				copy in her word study notebook.
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If planning that child would use word study notebook, show would each page from your assignment would look like for each day.  
 All materials, including word sort for week, any games, etc. should be included with materials turned in.

<h1>Day 1:</h1>	<p>CVC          Cat          Gas          Back          Has          Camp          Tack</p> <p>CVCe          Cake          Game          Lake          Cape          Tale          Trade</p>	<p>CVVC          Rain          Tail          Chain          Paint          Pain          Train</p> <p>Oddball          Was          Said</p> <p>Homework:          1. The <u>cat</u> was fat and mean.          2. I love when it <u>rains</u> in the summertime.          3. I hope I get a <u>cake</u> for my birthday.          4. I want to <u>paint</u> my room a new color.          5. Before money was invented, people used to <u>trade</u>.</p>
<h1>Day 2:</h1>	<ol style="list-style-type: none"> <li>Place: CVCe: The beach is my favorite place to go in the summer.</li> <li>Fake: That purse is a fake one!</li> <li>Map: Follow the map if you don't want to get lost.</li> <li>Fan: I am your biggest fan.</li> <li>Sale: I love going to yard sales in the summertime.</li> </ol>	<p>Blind Sort:</p> <p>Cake, Game, Lake, Cape, Tale, Trade, Rain, Tail, Chain, Paint, Pain, Train—Long a</p> <p>Cat, Gas, Back, Has, Tack—Short a</p> <p>Camp, Was, Said—neither long nor short a</p>
<h1>Day 3:</h1>	<ol style="list-style-type: none"> <li>Chain: It is difficult because the "i" is silent.</li> <li>Trade: It is difficult because the "tr" makes a "ch" sound.</li> <li>Said: It is difficult because the a doesn't really sound long or short.</li> </ol>	<ol style="list-style-type: none"> <li>The dog somehow got off of its chain.</li> <li>A penny for a dollar is not a fair trade.</li> <li>My mom said that I have to do my homework before I play with my friends.</li> <li>I love the smell of fresh paint.</li> </ol>

	<p>4. Paint: It is difficult because I can't really hear the "n".</p> <p>5. Tale: It is difficult because I mix it up with its homophone, "tail".</p>	<p>5. He told a</p>
<h1>Day 4:</h1>	<p>1. Paint—CVVC, Saint</p> <p>2. Tale—CVCe</p> <p>3. Said—CVVC, oddball</p> <p>4. Has—CVC</p> <p>5. Tail—CVVC</p> <p>6. Tack—CVC</p>	<p>1. Face—CVCe</p> <p>2. Lab—CVC</p> <p>3. Sad—CVC</p> <p>4. Bag—CVC</p> <p>5. Space—CVCe</p>
<h1>Day 5:</h1>	<p>Ideas:</p> <p>-Daisy the flower is stuck at a train station.</p> <p>-She wants to visit her family, but she is chained to the conductor, who put a spell on her</p> <p>-He says he will let her go if she can make it rain because it hasn't rained in months.</p>	<p>Rough copy of writing short story will go here</p>

<b>CVC</b>	<b>CVCe</b>	<b>CVVC</b>	<b>Oddball</b>
Cat	Cake	Rain	Was
Gas	Game	Tail	Said
Back	Lake	Chain	
Has	Cape	Paint	
Camp	Tale	Pain	
Tack	Trade	Train	

Must use these words: Chain, trade, said, paint, tale

<b>Setting</b>	<b>Characters</b>	<b>Plot</b>
A bakery (roll a 1 or 2)	Daisy the Flower	Puppies are on the loose!
A train station (roll a 3 or 4)	Marcus the baker	The cupcakes are alive and talking!
At summer camp (roll a 5 or 6)	Ivan the painter	It hasn't rained for months!

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