

Student Pages

Pages 29–32

Lesson Materials

Flip chart

P-8

P-3

BLM SP2-08A

Colored chalk or markers

BLM SP2-01A

Whiteboards

Family and Community

The theme of this lesson is Fire Stations. Benjamin Franklin established the first volunteer fire department in Philadelphia, Pennsylvania, in 1736. In 1853, the fire department in Cincinnati, Ohio, became the first station to pay its firefighters.

**Day 1 Warm Up****Objective**

The students will accurately spell and write pattern words with **long i**, high-frequency words, and challenge words.

Introduction

Before class, select Challenge Words for numbers 15 and 16 from a cross-curricular subject, words misspelled on previous assignments, or words that interest your students. The word *baptize* is a two-syllable word that contains **long i** and is a suggestion for number 15. Administer the Warm Up. Encourage students to attempt all of the words.

Directed Instruction

1 Say each word, use it in a sentence, and then repeat the word.

Pattern Words

- | | | |
|--------------|--|----------|
| 1. why | <u>Why</u> do owls sleep during the day? | why |
| 2. fire | We roasted marshmallows over the <u>fire</u> . | fire |
| 3. wild | A lion is a <u>wild</u> animal. | wild |
| 4. Bible | The <u>Bible</u> is the Word of God. | Bible |
| 5. try | I will <u>try</u> to do my best in school. | try |
| 6. bright | The <u>bright</u> light lit up the room. | bright |
| 7. mind | My <u>mind</u> is full of happy thoughts. | mind |
| 8. life | Jesus gives us everlasting <u>life</u> . | life |
| 9. Friday | On <u>Friday</u> , I will visit the dentist. | Friday |
| 10. skylight | The sun shone through the <u>skylight</u> . | skylight |
| 11. mild | Juan likes <u>mild</u> taco sauce. | mild |
| 12. kind | The <u>kind</u> child helped me. | kind |

High-Frequency Words

- | | | |
|-----------|---|-------|
| 13. story | My teacher reads a <u>story</u> to us each day. | story |
| 14. could | Mom said I <u>could</u> help fix dinner. | could |

Challenge Words

15. _____
16. _____

- 2 Allow students to briefly self-correct each word, using the following procedure:
- Write each word on the board or **FLIP CHART**.
 - Develop letter/sound relationships; point to each letter, or combination of letters, as you sound out each word. Indicate the spellings of **long i**. Mention that *skylight* has two **long i** spellings: y and igh.
 - As a class, read, spell, and read each word again. Instruct students to circle misspelled words with a colored pencil and rewrite them correctly.
- 3 Proof the Warm Up. This becomes an individualized study sheet that can be used at home or at school.
- 4 Homework suggestion: Write each word one time. Circle each **long i** spelled i, i_e, igh, or y, using a different color. Choose four words and write each in a sentence.

Day 2 Phonics**Objective**

The students will identify and sort **long i** words according to i, i_e, igh,

and y patterns. Students will identify the silent letters in given words.

Introduction

In one area of the board, write each Pattern Word. In another area, write the following column headings: i, i_e, igh, y. Invite students to come to the board, select a Pattern Word, and write it below the correct heading.

<u>i</u>	<u>i_e</u>	<u>igh</u>	<u>y</u>
Bible	fire	bright	why
Friday	life	skylight	try
mild			skylight
wild			
mind			
kind			

Directed Instruction

- 1 Point to *Friday* and *Bible*. Ask, “How many syllables do you hear in these words?” (**two**) Draw a vertical line after the letter *i* in both words, showing the division of syllables. Explain that these are examples of an open syllable. When a long vowel sound is heard at the end of a word or syllable, it is an *open syllable*. Pronounce *Friday* and *Bible*, clapping out each syllable. Point to the letter *i* in both words, explaining that **long i** is heard at the end of the first syllable. Explain that *Friday* is capitalized because it is the name of a day of the week. *Bible* is capitalized because it is the name of God’s Word—the greatest book of all. Refer to **P-8 Syllables**, example number 5 *Bible*. Teach that when the letter *i* comes in front of *ld* and *nd*, it says its long sound.
- 2 Guide students to notice the *i_e* pattern. Refer to **P-3 Spelling Rules** to teach the following rule: A vowel is usually long when it is followed by one **consonant** and **silent e** (rule number 2).
- 3 Pronounce *bright* and *skylight*. Tell students that *igh* says the **long i** sound, but *gh* is silent. Mark an X on the *gh* in both words.
- 4 Point to *why*, *try*, and *skylight*. Teach that when the letter *y* is at the end of a short word or syllable, it often says the **long i** sound.

Differentiated Instruction

- For students who spelled all the words correctly on the Warm Up, select and assign three Extra Challenge Words from the following list: **firefighters, hydrant, however, listen, vowel, John.**
- For students who spelled less than half correctly, assign the following Pattern and High-Frequency Words: **why, bright, kind, life, story, could.** On the Wrap Up, evaluate these students on the six words assigned; however, encourage them to attempt to spell all the list words to the best of their ability. They are also responsible for writing the dictated sentence.

Student Day 2

Name _____

Lesson 8
Phonics
Long i

Pattern Words

why
fire
mild
try
mind
wild
bright
kind
life
skylight
Friday
Bible

High-Frequency Words

story
could

Long i can be spelled **i, i_e, igh,** or **y.**

A vowel usually makes its long sound when it is in an open syllable.

Order may vary.

1. Write the words with **long i** in an open syllable.

Friday Bible


Order may vary.

2. Write the words with **long i** in front of **ld** and **nd**.

mild mind
wild kind

Mark an **X** on the silent letters in each word.

3. bright 4. skylight



fire station

Challenge Words

© Spelling Grade 2 29

Student Day 2

Sort the **long i** words using each spelling pattern. Underline the **long i** pattern in each word. One word will be used twice.

Order may vary.

1. i_e 2. igh 3. y

fire bright why
life skylight try
skylight

Write the capitalized list words.

4. the greatest book of all Bible


5. the name of a day of the week Friday

Write the High-Frequency Words.

6. could 7. story

Write the High-Frequency Words to complete the sentence.

8. We could write a story about the firefighters.



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Student Spelling Support Materials

BLMs SP2-08B–C
Card stock
BLM SP2-01A
Cookie sheet
Magnetic letters

Student Spelling Support

1. Write this week's words categorized by **long i** spelling patterns on a large piece of paper and attach to the Word Wall.
2. Duplicate **BLMs SP2-08B–C Lesson 8 Spelling Words I and II** on **CARD STOCK** for students to use at home or at school.
3. Use **BLM SP2-01A A Spelling Study Strategy** in instructional groups to provide assistance with some or all of the words.
4. Assist students in writing the Challenge Words, numbers 15 and 16, in the section called My Words for Writing, in the back of their textbook.
5. For the visual and kinesthetic learners, provide a metal **COOKIE SHEET** and **MAGNETIC LETTERS** for students to practice spelling the list of words.
6. Sing "This Little Light of Mine."

This little light of mine,
I'm gonna let it shine.
(Sing three times.)
Let it shine.

(Sing three times.)

Hide it under a bushel? No!
I'm gonna let it shine.
(Sing three times.)
Let it shine.
(Sing three times.)

Let it shine til Jesus comes,
I'm gonna let it shine.
(Sing three times.)
Let it shine.
(Sing three times.)

Cont. on page 33

- 5 Proceed to **page 29**. Say, spell, and say each Pattern and High-Frequency Word in unison. Provide the Challenge Words and have students write them.
- 6 Select a volunteer to read the directions and rule in the brick frame. Students sort Pattern Words by their **long i** spellings and mark silent letters in specific words.
- 7 Proceed to **page 30**. Students sort Pattern Words according to their **long i** spelling and write list words that are capitalized. High-Frequency Words are to be written in shape boxes and to complete a sentence.
- 8 Homework suggestion: Distribute one copy of **BLM SP2-08A Words on Fire** to each student to complete.

Day 3 Word Study

Objective

The students will identify and write antonyms and synonyms.

Introduction

Write the definition of *antonym* on the board. An *antonym* is a word that means the opposite of another word. Read the definition. Turn the lights *off* and *on*. Relate that *off* and *on* are opposite of each other. Write the definition of *synonym* on the board. A *synonym* is a word that means the same or almost the same as another word. Read the definition. Turn and look at the class with a big smile on your face. Point to your face and ask, "What is this called?" Guide students to realize that a smile is also a grin.

Directed Instruction

- 1 Below the definition of *antonym*, write the following words in a column: under, walk, work, up, little. Draw students' attention to the words. Solicit volunteers to give an opposite word of those listed on the board. Write students' responses on the board. (**Possible answers: under/over, walk/run, work/play, up/down, little/big**)
- 2 Below the definition of *synonym*, write the following words: street, cut, chair, glad, rest, plant, happy, snip, road, seat, bush, sleep. Select volunteers to find and circle each pair of synonyms, using different colors of **CHALK** or **MARKERS**. Read each pair of synonyms aloud. (**street/road, cut/snip, chair/seat, glad/happy, rest/sleep, plant/bush**)
- 3 Proceed to **page 31**. Choose a volunteer to read the definitions aloud. Allow students to complete the page independently. In exercises 1–3, students write antonyms. In exercises 4–8, they write synonyms. Check for understanding by selecting a student to read an antonym for *tame* (**wild**) and a synonym for *brain* (**mind**) prior to working independently.
- 4 Draw students' attention to the verse. Explain that Jesus is our light because He shows us the way to eternal life.

Day 4 Writing

Objective

The students will complete a friendly letter to firefighters in the context of a cloze activity that uses pattern and high-frequency words.

Introduction

Ask the students why it is important to have fire drills at school. (**Students, teachers, and staff need to have a safe place to go in case of a fire.**) Discuss fire safety procedures with students, including your classroom's emergency exit. Discuss other fire safety tips, such as the following:

- Do not play with a lighter or matches.
- Stop, drop, and roll if your clothes catch on fire.
- Remind your parents to check each smoke detector and make sure it works.

Directed Instruction

- 1 Write on the board the following sentences and answer choices:
 - A _____ candle lit up the room. (fire, bright, story) (**bright**)

- Everett is a _____ boy. (could, why, kind) (**kind**)
- 2 Read each sentence aloud, pausing at the missing word. Select a volunteer to write the correct word in the sentence.
 - 3 Proceed to **page 32**. Draw a comma on the board and explain that it is used when writing a letter. Teach that a letter has a comma after the greeting and the closing. Help students identify the commas in the letter. Allow students to complete the page independently. Check for understanding and invite a student to read the letter aloud.
 - 4 Homework suggestion: Read the letter found on page 32 to an adult. Take a practice spelling test at home or use **BLM SP2-01A A Spelling Study Strategy** for additional practice.

Day 5 Wrap Up

Objective

The students will correctly write dictated spelling words and a sentence.

Introduction

Provide a review, utilizing **WHITEBOARDS** or Student Spelling Support suggestions.

Directed Instruction

- 1 Dictate the list words by using the Warm Up sentences or developing original ones. Reserve the word *why* for the dictation sentence.
- 2 Follow this procedure for the dictation sentence: read the sentence, invite the class to say the sentence with you, then read the sentence again. Dictate the following sentence: **Why did Tom hike up the hill?**
- 3 If assigned, dictate Extra Challenge Words.
- 4 Score the test, counting each misspelled word as an error. Correct the dictation sentence, and use one of the following scoring options: grade only the word *why* or grade the complete sentence.

Student Spelling Support

Cont. from page 32

7. Invite advanced learners to write and illustrate a fire safety book.
8. Present to motivated learners the idea of writing a fire safety commercial script and performing it in front of the class. Encourage students to utilize their spelling words.
9. Invite advanced learners to incorporate several spelling words into a rewrite of the story of Shadrach, Meshach, and Abed-Nego from Daniel 3.

Student Day 3

Name _____

Lesson 8 Word Study

Long i

An **antonym** is a word that means the opposite of another word.

Write the antonym for each word.

1. tame _____ **wild**
2. death _____ **life**
3. dull _____ **bright**



why
fire
mild
try
mind
wild
bright
kind
life
skylight
Friday
Bible
story
could

A **synonym** is a word that means the same or almost the same as another word.

Write the synonym for each word.

4. brain _____ **mind**
5. flame _____ **fire**
6. tale _____ **story**
7. make an effort _____ **try**
8. caring _____ **kind**

Write a synonym for God's Word.

9. God's Word is the _____ **Bible**

*I am the light
of the world.
John 8:12*



Student Day 4

Write the missing words to complete the friendly letter.

Lesson 8 Writing

Long i

Dear Firefighters,

Our class has been learning about 1 safety. We know we must 2 our parents and teachers when they tell us not to play with matches. We know 3 it is not safe to play with them. A match can start a 4 flame and begin to burn everything nearby. A fire is like a 5 animal because it moves quickly. If our clothes catch on fire, we must stop, drop, and roll.

We would like to invite you to come to our class and tell us more about fire safety. Do you think you 6 come next 7?

We would enjoy hearing a 8 about one of your adventures!

Sincerely,

Mr. Petersen's Class

1. _____ **fire**
2. _____ **mind**
3. _____ **why**
4. _____ **bright**
5. _____ **wild**
6. _____ **could**
7. _____ **Friday**
8. _____ **story**

why
fire
mild
try
mind
wild
bright
kind
life
skylight
Friday
Bible
story
could

Write about fire safety on another piece of paper. Use several list words.



The teacher chants the words in regular print. Students chant each bold letter or word.

Short Vowel Chant

Give me an "a"! **"a"**
What's its short sound? **"/a/"**
What's its short sound? **"/a/"**
"Yeah!"

Give me an "e"! **"e"**
What's its short sound? **"/e/"**
What's its short sound? **"/e/"**
"Yeah!"

Give me an "i"! **"i"**
What's its short sound? **"/i/"**
What's its short sound? **"/i/"**
"Yeah!"

Give me an "o"! **"o"**
What's its short sound? **"/o/"**
What's its short sound? **"/o/"**
"Yeah!"

Give me an "u"! **"u"**
What's its short sound? **"/u/"**
What's its short sound? **"/u/"**
"Yeah!"

Name _____

Words on Fire

BLM SP2-08A



The firefighters came to put out the flames. Some of the letters washed away. Complete the words by tracing the gray letters and writing the missing letters.

Word Bank

why

fire

mild

try

mind

wild

bright

kind

life

skylight

Friday

Bible

story

could



B ble



m nd



f r



tr



sk l t



Fr day



wh



br t



l f



w ld



st y



c ld



m ld



k nd

Color each flame above, using the spelling pattern in each word.

red

i_e

pink

y

blue

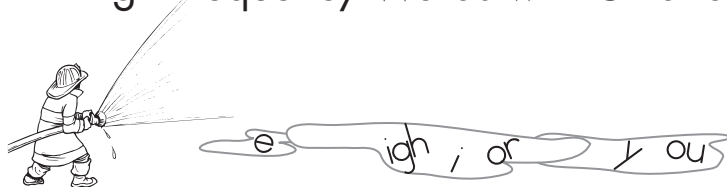
i

yellow

High-Frequency Words with **or** and **ou**

orange

igh



Cut on the dotted lines.

Lesson 8
Spelling Words I

BLM SP2-08B



why

fire

mild

try

mind

wild

bright

kind

life

skylight

Add the Challenge Words.
Cut on the dotted lines.

Lesson 8
Spelling Words II

BLM SP2-08C



Friday

Bible

story

could