

Grade: 2 <sup>nd</sup>		Subject: Language Arts
Materials: buckets, markers, tape, print-offs, game pieces, bean bags		Technology Needed: smart board or device to show video
Standards: RF.3: Identify words with inconsistent but common spelling sound correspondences.		
Learning Level of the Group- High		
Classroom Management- (grouping(s), movement/transitions, etc.) Students will start on the floor. When I call on their names, they will move to their sections. When I ring the chime, it is time to gather back at the floor. Student's will accept whatever grouping I choose whether it's pairing or small groups.		Behavior Expectations Students will listen for their names and move to their sections quietly. Throughout the lesson students will participate and only speak when they raise their hand. When I give instructions, they will listen and follow these directions.
Day 1		
Objective: Students will be able to identify words with the sound "AR" and understand why it is spelt that way through copying the words and doing an exercise with them.		
Minute s	Set-up/Prep: Have whiteboards and whiteboard markers ready for students.	
2	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Have students sit with you. Play video to introduce the 'AR' sound for spelling. <a href="https://www.bing.com/videos/search?q=ar+spelling++rule&amp;&amp;view=detail&amp;mid=B9BFA9931B37B684CF87B9BFA9931B37B684CF87&amp;&amp;FORM=VDRVRV">https://www.bing.com/videos/search?q=ar+spelling++rule&amp;&amp;view=detail&amp;mid=B9BFA9931B37B684CF87B9BFA9931B37B684CF87&amp;&amp;FORM=VDRVRV</a> What do all these words have in common? What is the sound of 'AR'?	
3	Explain: (concepts, procedures, vocabulary, etc.) Today we will work on 6 words that have 'AR' sound. Write words on the board: Part Start Harm Sharp Dark Shark Have you heard about the "Bossy r"? In some cases, the 'R' can be bossy but polite. It lets the vowel go first, (ar) but it doesn't let it say its sound in most cases. The 'R' has a short sound in "AR". So, what is the letter that we can hear from the "AR" sound? Let's look at our words. Have students say all the words together out loud.	
8	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Hand out white boards and markers. Tell the students the words one at a time and tell them to copy them. Remember that these words have an "AR" to make the "AR" sound. After students have finished that, ask what are some other words that have the "AR" sound? I want each of you to write another word that has the "AR" sound on your board. I want you to underline the part that makes the "AR" sound.	
2	Review (wrap up and transition to next activity): Have students share their new "AR" word with their classmates.	
Formative Assessment: How will I prove the students are ready to move on? Students know the "AR" sound by finding a new word with the "AR" sound and writing it on the board.		
Day 2		
Objective: By the end of the lesson students will be able identify the "ARE" sound and know the difference between the "AR" and "ARE" sound.		
Minute s	Set-up/Prep: Print out "ARE" game that on page 6. Print as many copies as you need so that you have two students to a sheet. Create flash cards with the spelling words: care, pare, spare, square, bare, fare, hare, stare. Also include the spelling words from the previous lesson: part, start, harm, sharp, dark, shark. Make sure that all groups have one set of all the spelling words. Make sure each group has two playing pieces.	
3	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)	

	Remember how we learned about the “AR” sound yesterday? Remember that it had a short “R” sound? Today we will learn words that have “ARE” in them. Let’s look at this word “care”- write it on the board. Have students say the word out loud. Now underline the “ARE” part. Now say- take away the ‘C’ and how does it sound? Have students say that part out loud together. Let’s look at the other words. Write pare, spare, square, bare, fare, and hare on the board. Have students say the words together. What do they all have in common?
3	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Now let’s look back to our words from yesterday quickly. What does the “AR” sound like? Does it sound different then the “ARE” sound? Compare a couple of the words with your students to make sure they can differentiate between the two sounds and two words. Now we will play a game. Pair up students hand each group a paper, and hand each group two game pieces. Tell them the directions.</p> <ol style="list-style-type: none"> <li>1. Read a card from the stack. Discard it.</li> <li>2. If the word doesn’t have the “ARE” sound stay where you are.</li> <li>3. If it is a real word move one space forward.</li> <li>4. Whoever reaches the smiley face first wins.</li> </ol>
7	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Tell students that they should say the words out loud to pronounce them properly. Make sure that students don’t have any more questions. Allow students to move around and pick a place to play their game. Walk around the room and observe as they play their games. Make sure students are playing right and getting the answers correct.</p>
2	<p>Review (wrap up and transition to next activity):</p> <p>Bring students back to the table. Have them sort out the words into “AR” and “ARE” words. Did you find any other clues to tell the differences between the two types of words? What type of “R” did the “AR” and “ARE” make?</p>
<p>Formative Assessment: How will I prove the students are ready to move on?</p> <p>The students will be able to sort out the words and identify the difference between the “AR” and “ARE” sound by playing a game.</p>	
Day 3	
Objectives: Students will be able to identify the difference the “AIR” words and know the difference with their homophone pairs.	
Minute s	<p>Set-up/Prep:</p> <p>Have video ready to play. Paper and coloring box</p>
3	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>Today we will learn the words: hair, fair, pair, chair, stair. What do they all have in common? What is the “AIR” sound?</p> <p>First, do any of these words sound like some of your other spelling words? (fare, hare, stare, pare)</p> <p>Write all the spelling words on the board in two rows: hair, fair, pair, chair, and stair // fare, hare, stare, pare</p> <p>Can someone connect the words that sound the same with a line? Have them come up to the board and draw the line.</p> <p>There are also some ‘oddball’ words: pear, wear, bear, where, and heart. (Write these on the board) What do they sound like?</p> <p>Let’s find their matching homophones in our spelling words. List them on the other side of the board.</p> <p>How can we remember the different spellings even though they sound the same?</p> <p>Show video on homophones:</p> <p><a href="https://www.bing.com/videos/search?q=homophones&amp;&amp;view=detail&amp;mid=7465ED7CF64C5B43A24B7465ED7CF64C5B43A24B&amp;&amp;FORM=VRDGAR">https://www.bing.com/videos/search?q=homophones&amp;&amp;view=detail&amp;mid=7465ED7CF64C5B43A24B7465ED7CF64C5B43A24B&amp;&amp;FORM=VRDGAR</a></p> <p>What sort of strategy did this video suggest for remembering the different spellings? (pictures)</p>
2	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Since it is tricky to remember the spellings of these words we will draw pictures of the words with the “AIR” and a picture with the word “ARE”</p> <p>So, we have four words that are homophones with another one of our spelling words. We have one word (Chair) that is not a homophone. We also have our 5 oddball words that don’t follow our rules. I will divide you into half. Half of you will draw pictures of the new spelling words and half of you will draw the oddballs.</p> <p>Now I will give you 5 pieces of paper. I want you to fold four of them in half and draw a line down the middle. At the top of your page you will write one of the words on one side and its homophone on the other side. So, for instance you would write “hair” on the top of one side and “hare” on the other side. Underline the part that gives the different spelling (ARE&amp; AIR). You will do this with each one. The word “chair” will have its own page.</p>

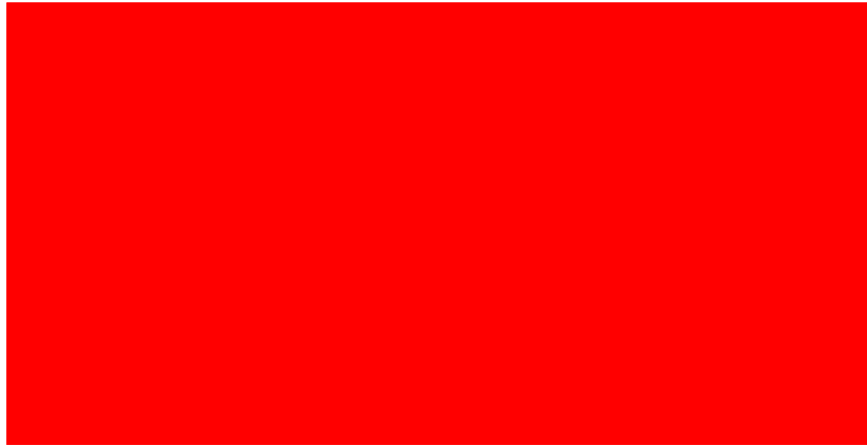
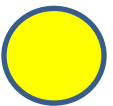
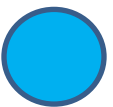
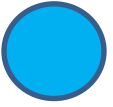
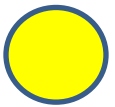
10	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>So, let's start with the first word "hair". Ask the questions: What is the difference between hare and hair? What could you draw for both of them? You will have two minutes to draw the first words. Continue this process with the rest of the words (hair, fair, pair, chair, and stair // fare, hare, stare, pare) and oddball words (bear, pear, wear, where, and heart).</p>
2	<p>Review (wrap up and transition to next activity):</p> <p>Have the groups share their pictures with each other and explain the words. Have them flip their pictures over and give them a quick quiz on the words.</p>
<p><b>Formative Assessment: How will I prove the students are ready to move on?</b></p> <p>By looking at the pictures that the students create and doing the review with them, you will be able to see their knowledge of homophones and their ability to differentiate between two similar words which will help with their spelling.</p>	
<p><b>Day 4</b></p>	
<p><b>Objective: By the end of the lesson, student's will be able to show their knowledge of the "ARE, AIR, AR and oddball" words by correctly throwing the ball in the correct bucket.</b></p>	
<p>Minutes 3</p>	<p>Set-up/Prep: Have three buckets ready and label them – "ARE, AIR, AR, oddball" on them. Have two bean bags ready. Have list of all the spelling words: care, pare, spare, square, bare, fare, hare, part, start, harm, sharp, dark, shark, hair, fair, pair, chair, stair, pear, wear, bear, where, and heart Duct tape a line on the floor.</p>
3	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>This week we have learned about words that have ARE, AIR, and AR in them along with a few oddball words. Today we will test your knowledge with a game. Can someone remind what the "AR" sound is? What about the "ARE" sound or the "AIR" sound? Let's say I have the word "start." How would you spell that knowing your sounds? Call on a couple of students and go through a few words so students connect the sounds to the spellings.</p>
3	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Now that we have had some practice, we will play a game. Count students off into two groups and have them line-up behind the line. Show them how to play the game by demonstration:</p> <p>First of all, look at the buckets. What do you see? \I will say one of our words let's say "hare, as in bunny". Stand on the line. Now think out-loud. "How is hare, as in bunny spelt. Hmmm. I think hare, as in bunny has the "AR" in it. Now that I have thought this, I will throw my ball in the bucket that has the "AR". Now that I have thrown it into the bucket, I will run to the bucket, grab the ball, and hand it to the next person. If you miss the bucket, you can pick it up and drop the ball into the right bucket. Does anyone have any questions?</p> <p>While we play this game, make sure to keep your voice at a level 2. While you are waiting in line, whisper to the person next to you what you think the answer is.</p>
5-8	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Hand a ball to the students who are at the front of the line. I will say the word and then you can throw the ball in the correct bucket. Go through the list in whatever order you please. Make sure that you get through them all.</p>
2	<p>Review (wrap up and transition to next activity):</p> <p>After students have gone through the whole spelling list, the game is over. Ask students how they determined how the words were spelt. How could you use this knowledge in the future?</p>
<p><b>Formative Assessment: How will I prove the students are ready to move on?</b></p> <p>Students can 'spell' the words right by identifying which sound (AR, ARE, AIR or oddball word). You can prove this by whether or not they throw the ball into the correct bucket. You can also prove that students understand the sounds by listening to their conversations while they're in line.</p>	
<p><b>Day 5</b></p>	
<p><b>Objectives: By the end of the lesson, students will have played a game that demonstrates their knowledge of "AR, AIR, and ARE".</b></p>	

Minutes 2	<b>Set-up/Prep:</b> Print out game on page 5 and laminate or if you have candy land or chutes and ladders, you could use that. Make sure that each student in your group has a game piece and have a dice
1	<b>Engage:</b> (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Have student's sit at the table with you. This week we have learned different words that contain "AIR, AR, ARE" in them along with some oddball words that don't follow our rules. Today we will play a game that is similar to candy land that will show your knowledge!
2	<b>Explain:</b> (concepts, procedures, vocabulary, etc.) <b>How the game works:</b> I will hand each of you a game piece. On your turn, you will roll the dice. I will read you a spelling word. If you spell the word correctly you can move forward however many the dice says. If you spell the word incorrectly, another student can raise their hand, spell it correctly and move one step forward. We will continue to play this game until someone wins. If the game ends quickly we will start over.
10	<b>Explore:</b> (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Hand out game pieces and give the dice to the first person. Let student roll the dice and say spelling word with example (Ex. The hare hopped to the store.) Play game is over or until time is up.
2	<b>Review (wrap up and transition to next activity):</b> This week we have learned many difficult words with the "AIR, ARE, AR" spelling along with some oddball words that don't follow our rules. In the future, when we write all these words we've learned, I want you to think about what we've learned and think about our pictures that we've drawn. This way you will know how to spell them correctly and you shouldn't get them wrong anymore.
<b>Formative Assessment:</b> How will I prove the students are ready to move on? By listening to the student's spell words as they play the game, I will be able to assess whether they know the words or not.	
<b>Summative Assessment:</b> How will I prove the students are ready for the next skill? By the end of the week, student's will be able to identify the words with "AIR, ARE, AR" in them. They will understand the words and be able to spell them even though the spelling may not correspond with the sound. You will be able to assess this by their ability to spell the words during the spelling game.	





Does the word have the "ARE" sound in it?



**Directions:**

1. Read a card from the stack. Discard it.
2. If the word doesn't have the "ARE" sound stay where you are.
3. If it is a real word move one space forward.
4. Whoever reaches the smiley face first wins.