



Programming for Spelling

Level 2 Study Sheets

Steps 21-30

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Generic Lesson Plan Structure

Introduction of a new spelling list.

Lesson Focus

<p>Introduction</p>	<p>Gain students' attention (personalised classroom <i>Attention Signal</i>).</p> <p>Review critical prerequisite skills.</p> <p>State the goal of the lesson and its relevance.</p>	<p><i>Begin a lesson with a short review of previous learning: Daily review can strengthen previous learning and can lead to fluent recall (Rosenshine, 2012, no. 1).</i></p> <ol style="list-style-type: none"> 1. REVIEW the content of the previous spelling list. 2. Introduce the content of the new spelling list.
<p>Development and Consolidation</p>	<p><u>Modelling (+ think aloud)</u></p> <p>Show and tell - involve students.</p>	<p>Introduce the rule/concept. Use If-then construction.</p> <p>Illustrate the concept with examples and non-examples.</p>
	<p><u>Guided practice</u></p> <p>Guide students in performing the skill or strategy.</p>	<p>Provide physical, verbal, or visual prompts. Gradually fade scaffolding. Guide students in analysing examples and non-examples using the critical attributes.</p>
	<p><u>Unprompted practice</u> <i>pairs/groups</i></p>	<p>Check students' understanding. Have students perform the skill/strategy in pairs or groups without prompts.</p>
	<p><u>Unprompted practice</u> <i>individual</i></p>	<p>Check students' understanding. Have students perform the skill/strategy individually without prompts.</p>
<p>Culmination</p>	<p>Review critical content. Preview the content of the next lesson.</p>	<ol style="list-style-type: none"> 1. REVIEW the content of lesson. 2. Introduce the content of the next lesson.

Level 2 Spelling List: Step 23

Spelling

Underline any spelling errors. Re-write the sentences correctly on the lines. (proofreading)

The weel on my bike is broken.

The wheel on my bike is broken.

Try to keep carm and tell me what happened.

We have a parm tree growing in our backyard.

When did your front toof fall out?

I need a new boocmark from the library.

I wish I could fly on a broomstik!

You need to go and close the woden gate.

Did you put a spoonfull of honey in the cake mix?

Tongue Twister

How fast can you say this tongue twister FIVE TIMES without getting into a muddle?

Billbies bouncing beautiful balloons.

Level 2 Spelling List: Step 24

Writing conventions

Punctuation – Comma

Commas clarify the meaning of sentences by indicating pauses. Commas are used to separate words, phrases, and clauses in a series.

Words: Items in a list

Use a listing comma in a list wherever you could use the word 'and (or 'or') instead. **Only use this type of comma if it is necessary to make the meaning clear.**

Example: Be sure to pack your swimmers, towel, sunscreen, and lunch.

Using a **red** pencil, insert commas into the following sentences.

The church steps were made of wood stone and marble.

We must get soil pots and seeds from the nursery.

The curtain design included curves lines and squares.

Books toys and food fell off the table onto the floor.

We need paper twigs and wood to make a fire.

Words: Adjectives in a list

Do not use an adjective between the last adjective and the noun it describes.

Example: She is a tall, lovely, and creative person.

Using a **red** pencil, insert commas into the following sentences.

That was an unkind hurtful thing to say.

The little furry dog snapped at my mum.

There was an old blurry picture on the wall.

The shed looked like a quaint old wooden church.

Level 2 Spelling List: Step 25

Word Study

Finish the underlined words in these sentences. (morphemes: compound words, prefixes and suffixes)
Read the sentences to your partner.

I like chocolate, _____ ever I love gumdrops!

My gran prefers to stay at home now _____.

The turnips are grow _____ well this year!

Dad has numb _____ in his fingers.

Sayings and Expressions

Draw a line from each saying to its meaning.

Saying	Meaning
mighty oaks from little acorns grow	the best results come from making consistent gradual progress
slow and steady wins the race	to do something very carefully and thoroughly
do not nurse a grudge	to take a risk
to do something using a fine-tooth comb	something great can come from a modest or simple beginning
to go out on a limb	it is not a good idea to keep on being cross with someone for something in the past

Level 2 Spelling List: Step 27

Note: All words in italics are extension words for those students who can already spell the words on the base lists.

Name _____

Date _____

Level 2 Step 27		Step 26
Spelling List	Extension Words	Revision
Discrimination Step '-oy' and '-oi-' joy joyful joyride boy toy point hoist moist noise spoilt		draw straw hawk lawn prawn
'ch' saying /sh/ chef chute machine	<i>pastry chef</i> <i>parachute</i> <i>machinery</i>	Discrimination Step '-ed' = /t/ jumped walked cooked '-ed' = /d/ grinned showed played

Teacher's Note

The study sheets contain explanatory notes to assist the teacher in preparing students to complete the study sheet activities.

Level 2 Spelling List: Step 28

Comprehension

Fill in the crossword with words going ACROSS and DOWN. (vocabulary)

ACROSS	DOWN
1. bend down	1. a word like 'would'
3. yelling	2. a word like 'could'
6. a homophone for 'wood'	4. a sound
7. not fast	5. a colour
8. to sketch	6. the past tense of 'walk'
11. somethings that happens when you are asleep	9. what a king does over a country
12. something you live in	10. timber

	reigns	wood
slow	should	shouting
noise	walked	brown
draw	crouch	would
could	dream	house

The crossword puzzle grid is shown with 12 numbered starting points for words. The grid is set against a light green background. The numbered starting points are:

- 1: Down, 7 letters
- 2: Down, 2 letters
- 3: Across, 6 letters
- 4: Across, 3 letters
- 5: Down, 4 letters
- 6: Across, 4 letters
- 7: Across, 3 letters
- 8: Across, 3 letters
- 9: Down, 3 letters
- 10: Down, 3 letters
- 11: Across, 5 letters
- 12: Across, 4 letters