

Chapter 8 – Long i

THEME

Family and Community

- The theme of this chapter 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 United States fire station to pay its firefighters.

PREPARATION

- Select two Challenge Words. Consider using the word *baptize* because it has the **long i** sound. (8.1)
- Select **DM 2.2B Syllables** and **DM 1.2A Spelling Rules** for display. Print **BLM 8.2A Words on Fire** for each student. (8.2)
- Gather the prepared copies of **BLM 1.4A A Spelling Study Strategy**. (8.4)

RECOVERY

- Assign the following reduced word list as needed: *why, bright, kind, life, story, could*. Modify the evaluation of assignments and Wrap Up accordingly.
- Use **BLM 1.4A A Spelling Study Strategy** in instructional groups to provide assistance with some or all of the words.
- For the visual and kinesthetic learners, provide a metal **COOKIE SHEET** and **MAGNETIC LETTERS** for students to practice spelling the list of words.

Lesson 8.1 – Warm Up

Introduction

Administer the Warm Up. Direct students to spell each word. Instruct students who cannot spell a word to write the letters they hear. Say each word, use it in a sentence, and repeat the word. Use the sentences that follow, or develop original ones.

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. _____

Directed Instruction

- 1 Say each word, use it in a sentence, and then repeat the word.
- 2 Allow students to briefly self-correct each word, using the following procedure:
 - a. Write each word on the board.
 - b. 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.
 - c. 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.

Lesson 8.2 – Phonics

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.

i	i_e	igh	y
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. Display and refer to **DM 2.2B 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. Display **DM 1.2A 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.

5 Proceed to **PAGE 29**. Say, spell, and say each Pattern and High-Frequency Word in unison. Have students write the Challenge Words.

ENRICHMENT

- For students who spelled all the words correctly on the Warm Up, assign three of the following Extra Challenge Words: *firefighters*, *hydrant*, *however*, *listen*, *vowel*, *John*.
- Invite advanced learners to write and illustrate a fire safety book.
- Invite advanced learners to incorporate several spelling words into a rewrite of the story of Shadrach, Meshach, and Abed-Nego from Daniel 3.

Name _____

8.2
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.

1. Write the words with **long i** in an open syllable.
Order may vary.
Friday Bible

2. Write the words with **long i** in front of **ld** and **nd**.
Order may vary.
mild mind
wild kind

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

3. b r i g h t 4. s k y l i g h t



Challenge Words

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8.2
Phonics
Long i

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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EXTENSION

- Print **BLMs 8.0A–B Chapter 8 Spelling Words I and II** on **CARD STOCK** for each student. Cut apart and distribute flash cards for students to practice their spelling words at school or at home.
- 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.
- 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.

6 Select a volunteer to read the sentence and rule at the top of the page. 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 **BLM 8.2A Words on Fire** to each student to complete.

Lesson 8.3 – Word Study

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 smile 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 **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. Complete exercise 9.

Lesson 8.4 – Writing

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 1.4A A Spelling Study Strategy** for additional practice.

Lesson 8.5 – Wrap Up

Introduction

Provide a review, utilizing **WHITEBOARDS, FLASH CARDS,** or the Word Wall.

Directed Instruction

- 1 Administer the test by dictating the list words, 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.




Name _____

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

Write the antonym for each word.

1. fame: wild
2. death: life
3. dull: bright



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 the synonym for God's Word.

9. God's Word is the Bible.

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



8.3
Word Study Long

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

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Write the missing words to complete the friendly letter.

8.4
Writing Long

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



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

8.4
Writing Long

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

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