

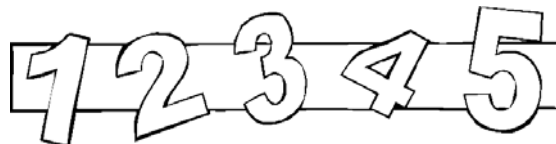
Lesson 13

This unit teaches the basic number words. ('Two' was taught in Lesson 11.)

Sentences - **There are four hundred children at school.**
I have eight books about fish.
A thousand candies were in the jar.
There are five people in my family.

Monday:

Introduce the words for the week.



Words

one
three
four
five
six
seven
eight
nine
ten
count
hundred
thousand

one How would we spell this phonetically? wun Can you think of ways to remember the spelling?

three Discuss the 'ee' and the consonant blend 'thr'.

four How can you remember the spelling?
There is the word 'for', it has 4 letters and 'u' have to remember the spelling!

five Review the i_e, and the rule - Never end a word with 'v', always add a silent 'e'.

six This word is phonetic. What does the 'x' say? ks

seven How many syllables? sev - en

eight What letters make the long 'a' sound? eigh Compare it to the 'igh' sound.

nine Show this with 'five' with the i_e.

ten Easy!

count Discuss the 'ou' sound, with the words 'around' and 'playground' from Lesson 11.

hundred How many syllables? hun - dred It is spelled just the way it sounds.

thousand What is the sound of 'ou' in this word? How many syllables? thou - sand What little words are in this word? and sand

Have the students print the words with their fingertip, saying the letters as they print.

Cheer the words! Say the word, clap as you say each **letter name**, and say the word again, lifting the arms up high at the end as if saying 'hooray!'. Now put the word up on the chalkboard or chart in front of the class. The words will stay there all week and be put on the word wall or in dictionaries on Friday.

Introduce the dictation sentences for the week. Discuss the capital letters, punctuation, and the words in the sentences.

Send home the exercise sheet for this week's words.

Tuesday:

Quickly go through Monday's introduction again, but this time have the students tell you the ways to remember the spelling and the spelling rules.

Chant the letters in each word. Clap with the letters, or snap your fingers, tap the desks, etc., and then raise the arms to cheer the word as you say it at the end. Say the word, spell it, say it, spell it and cheer it! Make a pattern of this. Vary the actions. Ask the students to come up with other rhythm actions such as tapping your head, stamping the foot, etc. Clap the consonants and snap the vowels.

Have the students print the words on various surfaces with the fingertip. If one or more words has rhyming words by changing the first letter or blend, have the students spell these orally.

Practice the dictation sentences and discuss the words, capital letters and punctuation.

Wednesday:

Do the worksheet for the lesson. Take the words off so the students can't see them. Dictate the words. Now go through the words, spelling them on the board or a chart and chanting the letters. They can self-mark and correct. Dictate the sentences and print them on the board. Check and correct them. Dictate rhyming words. Circulate around the classroom to see if everyone has corrected errors.

Answer the questions on the back of the sheet now, or assign them for homework.

Put the words back on the chalkboard or put the chart up again. Chant and cheer each word.

Thursday:

Thursday is cooperative learning day. Give each student an individual chalkboard or dry erase board, and a sock with chalk or the dry erase pen.

Have the students work in pairs. One sits with his/her back to the words at the front of the class. The other student sits opposite so he/she can read the words and dictate them to the partner who prints them. This teacher-student corrects the finished word and dictates another word. He/She also dictates the sentences for the partner to print. When the list is finished, the two students change places.

If one or more words in the list has rhyming words by changing the first letter, dictate these words and the students write them on their individual boards. Then chant, clap and cheer the words.

Friday:

Remove the words on Friday morning. Give out the Friday sheet and dictate the week's words and the sentences. Insist on a testing atmosphere. Everything in the words and dictation sentences should be correct, too. The teacher should do the marking. Add rhyming words to the week's word list if you wish.

Make a big production of putting the week's words up on the Word Wall! Cheer each word as it goes into its place.

OR.... put the students in pairs and have them print the words into their individual dictionaries. They check the spelling in the partner's dictionary so there are no errors. make sure it is neatly done.

Play word wall games or practice finding words quickly in the dictionaries.

Lesson 13

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

Sentences:

1. _____

2. _____

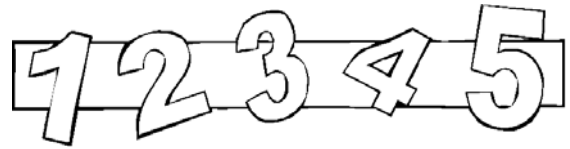
3. _____

4. _____

Rhyming Words:

Lesson 13 Words

1. Count to 10 using the words.



2. Print 3 words with 'ou'.

3. Print 2 words that have a long 'i' sound.

4. What three words in this lesson do you think are difficult to spell?

5. Print these numbers in words:

100,000 _____

805 _____

4,902 _____

6. Print 3 words that end with a silent 'e'.

Spelling Words - Lesson 13

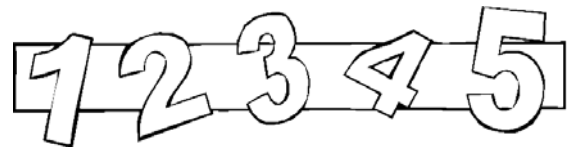
For the week of _____

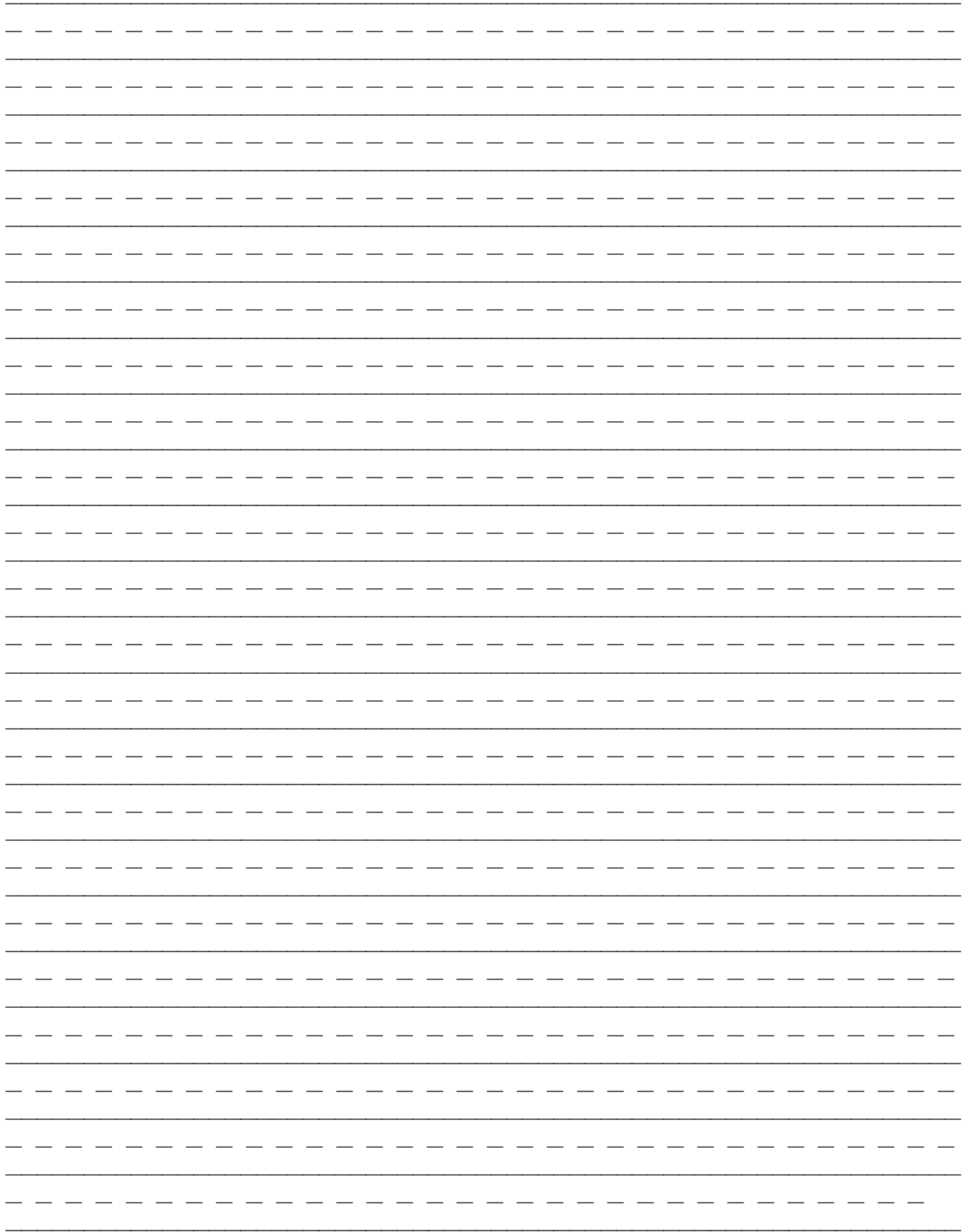
one three four five six seven
eight nine ten count hundred thousand

Sentences: There are four hundred children at school. I have eight books about fish.
A thousand candies were in the jar. There are five people in my family.

Things to do every day this week:

- Read the words to someone.
- Chant and clap each word. Say the word, clap the letters as you say them, and say the word again - then the letters and then the word until it becomes a chant.
- Print the word eight. Tell someone how you can remember the spelling.
- Print the word count. Then print another word with the same sound of 'ou'.
- Print the word hundred. Cut it into syllables.
- Print the word thousand. Tell someone how you can remember the spelling.
- Print 2 words with i_e.
- Print seven. Divide the word into syllables.
- Print three. Explain the consonant blend and the vowel.
- What 2 words are very easy to spell?
- Count to 10 in words.
- Have someone dictate the words and sentences to you and then mark them. Your sentences must have a capital at the beginning and a period or question mark at the end. Print neatly!
- Study the words that give you trouble.





Spelling Test- Lesson 13

Name _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Print the sentences:

1. _____
2. _____
3. _____
4. _____

My Score: _____

20



one

eight

three

nine

four

ten

five

count

six

hundred

seven

thousand