Words with Irregular Spellings 44

Language Objectives

- Recognize and read words with irregular spellings.
- Identify and learn to spell words with irregular spellings.

Building Literacy

Decoding words enables children to read fluently. However, not all words can be decoded. Words with irregular spellings have to be automatically identified because they don't follow typical phonics/spelling patterns. In this lesson:

- Children recognize that some words have irregular spellings that don't follow typical phonics and spelling patterns.
- Children recognize, read, and write words with irregular spellings.

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Focus on Language

These English words are used in this lesson. Consider displaying pictures, using gestures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

dive	have	move
five	dome	come
give	some	done
beak	home	lose
break	put	lived
speak	cut	one
save	hut	said
gave	great	wanted

ENGLISH LANGUAGE LEARNERS

Words with irregular spellings are challenging for everyone. So naturally, children who are learning English will need a great deal of repetition and practice in reading and writing words that don't follow typical patterns.

show me

Have children look at their Targeted Lessons Student Book, p. 130. Remind them that they have already learned that there are some words they can't sound out, and they have to remember what these words look like. Today you will be learning to read and spell words that don't follow regular spelling patterns.

Have children look at the first row of pictures on the page. Let's read the words under the pictures: *dive, five, give.* The words *dive* and *five* follow the spelling pattern of having the sound long *i* because they both end with a silent *e*. But notice that the word *give* does not follow this spelling pattern because it has the vowel sound /i/ which is the sound short *i*. Have children circle the word *give*.

Continue in the same way with the pictures and words in the next row. Point out that the words *beak* and *speak* both have the sound long *e* that is represented by the vowels *ea*. However, the word *break* does not follow this spelling pattern because it has the sound long *a*.

SPELLING PATTERNS

Words that do not follow typical spelling patterns are classified as high-frequency words or words with irregular spellings.

44 Words with Irregular Spellings

show me

Read the name of each picture. Draw a circle around the word that does not follow the spelling pattern for a vowel sound.

dive	five	give
beak	break	speak

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guide me

Have children look at the bottom of p. 130 in their Targeted Lessons Student Book. Read the directions together. Ask children to tell you in their own words what they are supposed to do. (They will draw a circle around the word in each group that does not follow a regular spelling pattern.)

Let's read the words in the first row: *save, gave, have*. The words *save* and *gave* both follow the long vowel spelling pattern with silent *e*. *Save* and *gave* both have the sound long *a*. What vowel sound do you hear in the word *have*? (short *a*) The word *have* has the same spelling pattern as *save* and *gave,* but it has a different vowel sound. Have children circle the word *have*. Continue the activity with the remaining groups, pointing out why each word in the group is irregular and does not follow the spelling pattern. Make sure children understand the meanings of all the words.

guide me

Read each group of words. Draw a circle around the word in each group that does not follow the spelling pattern for the vowel sound.

save	gave	have
dome	some	home
hut	cut	put

130 PHONICS AND SPELLING

work time

Have children look at their Targeted Lessons Student Book, p. 131. Read the words in the box and have children repeat each one after you. Point out that none of the words has the usual vowel sound of a regular spelling pattern. Ask volunteers to tell the meaning of each word. Then read the directions together. Explain that they will choose a word from the box to complete each sentence and write it on the line.

Words with Irregular Spellings 44

work time

Say each word in the box. Then write each word on a line to complete a sentence.

great move come done lose

1. Mom will ___come___ home on the train.
2. Can you help me ___move___ the table?
3. I hope we don't ___lose___ the game.
4. I had a ___great___ time at the picnic.
5. Have you ___done___ your homework?

PHONICS AND SPELLING 131

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High-Frequency Words Have children look at their Targeted Lessons Student Book, p. 132. Tell children that there are some words that they can't sound out. They have to remember what the words look like. Have them look at the first word on the page, *off*. This word is *off*. The word *off* begins with the sound /ȯ/. Who can use the word *off* in a sentence? The next word is *pretty.* What does the word *pretty* mean? Tell children that they will read the words *off* and *pretty* as they read the retelling of the story *The Fox and the Crow*.

44 Words with Irregular Spellings

guide me

off pretty

work time

Read the story.

The Fox and the Crow

Long ago, a crow lived in the woods.
One day, the crow was looking for some food.
He found a piece of cheese in the grass.
"This cheese will make a good meal," he said.
He put the cheese in his beak and flew up to a branch.
A fox saw the cheese and came up with a plan.
"I know you have a great voice," said the fox.
"Please sing for me. It would give me such joy!"
The crow wanted to show off his pretty voice.
So he began to sing.
Can you guess what happened next?

132 PHONICS AND SPELLING

work time

Decodable Text Have children look at the story *The Fox and the Crow.* Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children read the underlined words that don't follow regular spelling patterns. *(some, said, put, have, great, give)*

check for understanding

Write the word *some* on the board and explain why this word has an irregular spelling. Usually, a word with a vowel followed by a consonant and silent *e* has a long vowel sound, such as the sound long *o*. But the word *some* does not follow this regular spelling pattern. Instead, it is pronounced /sum/ with the sound short *u*. Then write the word *said* on the board. This time, ask children to explain why the word has an irregular spelling. (Usually, a word with the spelling pattern *ai* has the sound long *a*, but the word *said* is irregular and has the sound short *e*.) Continue with *put, have, great,* and *give*.

Now let's spell some words whose vowel sounds do not follow regular spelling patterns. Since these words do not follow the usual rules, you have to remember how to spell them. Ask volunteers to spell each word as you say it: *come, live, move, done.*

reflect

Have children turn and talk to a partner about what they have learned. What new words can you read and spell now? How does being able to read and spell these words help you?

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44 Words with Irregular Spellings

show me

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dive	five	give
beak	break	speak

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guide me

Read each group of words. Draw a circle around the word in each group that does not follow the spelling pattern for the vowel sound.

save	gave	have
dome	some	home
hut	cut	put

work time

Say each word in the box. Then write each word on a line to complete a sentence.

great	move	come	done	lose

1. Mom will _____ home on the train.
2. Can you help me _____ the table?
3. I hope we don't _____ the game.
4. I had a _____ time at the picnic.
5. Have you _____ your homework?

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guide me

off **pretty**

work time

Read the story.

The Fox and the Crow

Long ago, a crow lived in the woods. One day, the crow was looking for some food.

He found a piece of cheese in the grass.

"This cheese will make a good meal," he said.

He put the cheese in his beak and flew up to a branch.

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