

SPELLING AND HANDWRITING

Spelling and Handwriting in *myView Literacy* and *miVisión Lectura*

THE PEARSON ADVANTAGE

- Spelling and Handwriting are comprehensively planned and covered in one program.
- Spelling and handwriting are connected to and integrated with the reading and writing workshops (in the Reading-Writing Bridge).

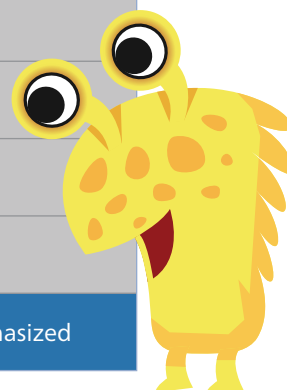


SPELLING

Spelling instruction is based on a developmental continuum. Instruction first focuses on sound-spelling relationships, word structure study (word endings, compound words, contractions), spelling-meaning relationships (such as Greek and Latin roots, homophones, and affixes).

Spelling **instructional emphasis** is built on the following principles. Sound-spelling, word structure, and spelling-meaning relationships are taught at all grades.

Grade	Sound-Spelling	Phonics	Word Structure	Spelling-Meaning Relationships
K	Emphasized (Units 4-5 only)			
1	Emphasized	Emphasized		
2	Emphasized	Emphasized	Emphasized	
3		Emphasized	Emphasized	
4		Emphasized	Emphasized	
5				Emphasized



Objectives are referenced in the lesson.

Find the weekly **Spelling Words** list clearly presented to help with spelling daily lessons.

Support for four **English Language Learner** proficiency levels at point of use assist with differentiation.

Student **Spelling Practice** pages from the Student Interactive are referenced in the Teacher's Edition (with answers).

WEEK 1
READING-WRITING WORKSHOP BRIDGE

myView Digital INTERACTIVITY DOWNLOAD

Spelling Spell Plurals

OBJECTIVE
Demonstrate and apply spelling knowledge.

SPELLING WORDS

services	hoaxes
primaries	classes
consumers	gases
holidays	viruses
lenses	speeches
sandwiches	skies
monkeys	activities
berries	colonies
counties	galaxies
taxes	victories

ELL Targeted Support
Plurals Tell students that letters have corresponding sounds that can help them with their spelling. Write down the words *consumers* and *sandwiches*. Say each word aloud and have students repeat after you.
EMERGING
Use the above activity. Then have students continue with the remaining spelling words.
DEVELOPING
Use the above activities. Then have partners spell the words.
EXPANDING
Have student pairs read the vocabulary words aloud, and then write the singular form of each word. **BRIDGING**

LESSON 1

Assess Prior Knowledge
Use the Spelling Sentences from Day 5 to assess students' prior knowledge of plurals.

For students who understand how to turn singular nouns into plurals, include the following Challenge Words with the spelling list.

Challenge Words
eyelashes
ambulances
inventories

Teach
FOCUS ON STRATEGIES Tell students that singular nouns can be made plural by adding -es or -s. Remind students that in some cases, the spelling of the word must change. For example, if a singular noun ends in y following a consonant, it is made plural by changing the y to an i and adding -es.

MODEL AND PRACTICE Write or display the words *hoaxes*, *holidays*, *berries*, and *galaxies*. Point out how each word was made plural by adding -es or -s.

APPLY My TURN Have students complete the activity on p. 255.

LESSON 2

More Practice
FOCUS ON STRATEGIES Remind students that plurals are words that refer to more than one person, place, or thing. Tell them that plural nouns are spelled by adding -s or -es to a singular noun.

MODEL AND PRACTICE Write or display the words *galaxy* and *galaxies* along with the following sentences. Have students fill in the blanks.

- Our _____ can support life.
- There are many other _____.

APPLY Have students complete *Spelling* p. 50 from the *Resource Download Center*.

LESSON 3

Spiral Review: Prefixes mis-, en-, em-
FOCUS ON STRATEGIES Review the spelling rule from the previous week about the prefixes *mis-*, *en-*, and *em-*.

MODEL AND PRACTICE Display this sentence: *My dad misplaced the keys to the car.* Ask for a volunteer to correct the misspelled word. Point out that if writers know how to spell the prefix *mis-* they can correctly spell words that use it.

APPLY Using the Spelling Words from the previous week, ask students to create flash cards with the prefixes *mis-*, *en-*, and *em-* and the root words. Have students create the Spelling Words by matching the root word to the correct prefix. Have them define the Spelling Words as they create them.

LESSON 4

Assess Understanding
Use the following sentences for a spelling test.

Spelling Sentences

- The thunderstorm knocked out many of the town's **services**.
- Before the main election, we have **primaries** to find the candidates.
- Consumers** spend a lot of money during the holiday season.
- My sunglasses need new **lenses**.
- We packed **sandwiches** to take on our picnic.
- The **monkeys** ran around the jungle.
- We grew **berries** in our backyard this summer.
- My favorite **classes** are English, art, and science.
- Our soccer team had a lot of **victories** this season.
- Viruses** can spread quickly.

LESSON 5

Writing Workshop
As students proofread their writing, remind them to check the spellings of words that begin with the prefixes *mis-*.

Spelling
Plurals
Plural nouns name more than one person, place, or thing.

SPELLING WORDS

services	primaries	consumers	holidays
lenses	sandwiches	monkeys	berries
counties	taxes	hoaxes	classes
gases	colonies	speeches	skies
activities		galaxies	victories

My TURN Make each of the following plural nouns a singular noun.

- services _____
- lenses _____
- counties _____
- sandwiches _____
- taxes _____
- monkeys _____
- skies _____
- holidays _____
- galaxies _____
- viruses _____

My TURN Write a sentence using the plural form of each noun. Spell correctly.

- hoax _____
- victory _____
- berry _____
- speech _____
- class _____

Daily Spelling instruction follows this routine:

- Pre-assess
- Teach
- Practice
- Spiral Review
- Assess

FLEXIBLE OPTION

Flexible options allow teachers to make their spelling lessons flexible for the needs of their students.



Spiral reviews are included to ensure students retain skills previously taught.

Additional practice pages are available as a download from Resource Download Center on Realize.



HANDWRITING

Comprehensive solution for teaching and practice handwriting is included in **myView Literacy** and **miVisión Lectura**.

- **Grades K-1:** Script/letter formation connected to the sight words and foundational skills sound patterns.
- **Grade 2:** Is the transition to cursive year- units 1 and 2 are focused on manuscript and slope development. Unit 3 begins cursive writing all leading to mastery of cursive.
- **Grades 3-5:** Students are expected to write using cursive.

Handwriting

OBJECTIVE

Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

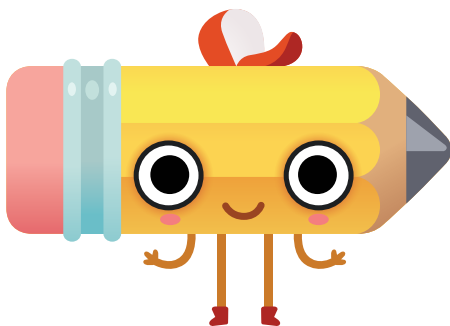
Letters *f* and *k*

FOCUS Display the cursive letters *f* and *k*.

MODEL Tell students to think of a roller coaster that loops up and travels back down. Have students begin to form the letter *f* with the pencil on the bottom line, slide it up at a slight slant and curve around to form a loop. Like a roller coaster, their pencil will curve down. Tell them to do the same below the bottom line, forming another loop. Remind students that they do not lift the pencil off the paper. Model doing similar movements to form the letter *k*, with a loop in the top of the letter.

PRACTICE Have students use Handwriting p. 137 from the Resource Download Center to practice writing cursive letters *f* and *k*.

Handwriting minilessons are found in the Reading-Writing Bridge Teacher's Edition pages.



Name _____

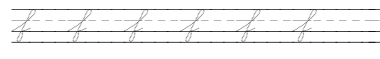


Handwriting

Cursive Letters *f*, *k*

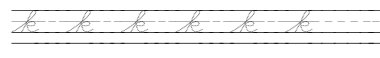
Look at the lowercase cursive *f* in the box. What kind of strokes are used? Where do you start a lowercase cursive *f*? What do you do next? How do you finish it?

MY TURN Trace the cursive letters. Then write the lowercase cursive letter *f*.



Look at the lowercase cursive *k* in the box. What kind of strokes are used? Where do you start a lowercase cursive *k*? What do you do next? How do you finish it?

MY TURN Trace the cursive letters. Then write the lowercase cursive letter *k*.



Grade 2 • Unit 3 • Week 1
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Practice pages are available on the Resource Download Center on Realize.

Visit us at PearsonSchool.com/myViewLiteracy for more information.
Contact your representative for questions and personal assistance.



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