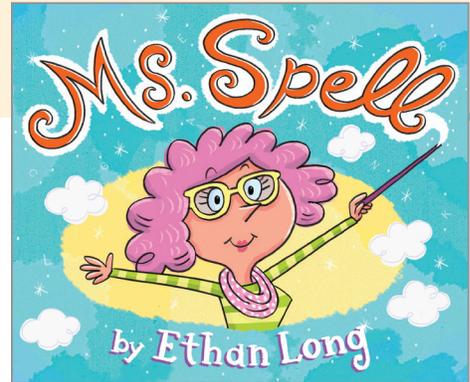


LESSON PLAN

Ms. Spell

written and illustrated by Ethan Long

In this magical tale, students will take a journey with Ms. Spell and her class as they learn strategies for spelling some of the most challenging words.



HC: 978-0-8234-3292-9 • E-book available

Objectives: Determine the point of view of the characters in a story; obtain information from pictures and detailed illustrations; identify organization of print, author's craft and structure, main idea and details, reality versus fantasy; learn reading foundations/language skills, spelling strategies, homophones, compound words, contractions and phonemic awareness.

Guided Reading Level: M

Grade Level: 2

Interest level: K-3

Common Core Strands in This Guide:

Reading Literature: RL.2.1, 2, 3, 4, 5, 6, 7, 10/RL.3.1, 2, 3, 4, 5, 6, 7, 10

Reading Foundational Skills: RF.2.3, 3a, 3b, 3c, 3d, 3e, 3f, 4/RF.3.3, 3a, 3b, 3c, 3d, 4

Writing: W.2-3.1, 3

Speaking and Listening: SL.2-3.1, 2, 3, 4, 6

Language: L.2-3.2, 3, 4, 5, 6

BEFORE READING

1. Read the title and look at the cover illustration. What does the cover tell you about what you are going to read?
2. Why do you think author Ethan Long named a character Ms. Spell? Write the word *spell* on the board. Discuss the multiple meanings of the word *spell* (a magical event or to write letters to make a word).
3. Explain what the words, pictures and details tell you about the characters and plot.
4. Do you think this book is going to be real or fantasy?
5. Give characteristics of books that are fiction and books that are nonfiction.
6. Have the group preview the book. How is the format and structure different from other books you have read?
7. Ask: In what order do we read the chunks of text? How are the illustrations connected?
8. Tell the students that you read the dialogue bubble from left to right, top to bottom. The informational side text is read last.
9. What information were you able to get from the pictures and details in the illustrations?
10. Predict the central idea of the story.
11. Read the book to find out how Ms. Spell uses facts and fantasy to teach her students about spelling.

DURING READING

1. Read Ms. Spell in small groups.
As you read think about:
2. Who, what, where, when, why and how of the story.



3. The position, design and font of the words on the page. How does Ethan Long use this craft to contribute to the meaning of the information? (Ex., When a character is spelling a word, the letters are separated and in bold print.)
4. The point of view of the characters.
5. How the characters respond to challenges.
6. How the words and phrases supply rhythm and meaning in the story. (Ms. Spell speaks in regular beats and rhyme when she is casting a spell.)
7. What is fact and what is fantasy.
8. How you relate to the characters.
9. Things you can personally take away from the story. (Ex., Remembering that the word *friend* ends in "end" is a helpful spelling aid.)
10. Give students time to reread the book silently. As they read, instruct them to take notes on facts that will help them become a stronger speller.

AFTER READING

1. Share notes taken by students. Create a spelling strategy chart.
2. Write an opinion piece introducing the book *Ms. Spell*. State an opinion explaining why the book is or is not a helpful spelling tool. Use evidence from the text and supply reasons that support your opinion.
3. Make connections. Explain how you connected to the book, how the book connects to other books you have read and how the book connects to the world.
4. Would you like to have Ms. Spell as a teacher? Explain.
5. Create a fact-and-fantasy chart from the story.
6. Brainstorm ideas for a book that teaches about a different subject area. (Ex., *Mr. Math*, *Mrs. Social Studies*) Create a one-page cartoon introducing the character.
7. Work with a buddy. Open to Ms. Spell's list of frequently misspelled words. Give each other a spelling test. See how many you can get correct. Study the words you got wrong using Ms. Spell's "How to study spelling words" chart.
8. Create a spelling log. Enter words you are having trouble spelling. Create a strategy.



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SPELLING SKILLS PRACTICE

Compound Words

Have students write the words below on flash cards.

bow, rain, tie, where, every, sun, set, rise, ball, base, foot, back, yard, pack, horse, pack, back, skate, board, water, berry, melon, blue

Work with a buddy. Choose two words and make a new word. See how many compound words your team can make.

Use the new word in a sentence.

Contractions

Write the words that each contraction below stands for. Use the contraction and the words in a sentence.

we're, don't, won't, can't, you're, she'll, you'll, I'm, isn't, I'd, haven't

Homophones/Homonyms

Find the word or words below that have the same sound but different spellings. Put each word in a meaningful sentence.

flour, plain, nose, break, past, stare, tee, your, there, two, red, would, witch, peak, bee, beat

Words that begin with "th" or "wh"

Find words that begin with "th" or "wh."

Prefixes

Find the meaning for the following prefixes. Write a word using each prefix and use it in a meaningful sentence.

non, anti, de, dis, fore, mid, tri, inter, pre, sub

Multisyllable Words

Break the following words into syllables. Write how many syllables each word has.

hundred, learning, receive, dinosaur, remember, suddenly, problem, Sunday, frequent, softly, understand, hesitate, always

Long versus short vowel sounds

Decide if each word has a long or short vowel sound. Circle the letters that make the vowel sound.

bit/bite

cap/cape

car/care

mutt/mute

pet/Pete

not/note

Sort the long vowel sounds a, e, i, o, u. Write five words for each rule.

ay, ai, ee, ea, ow, oa, oo, ee, ea, __y, u__e, a__e, i__e, e__e, o__e