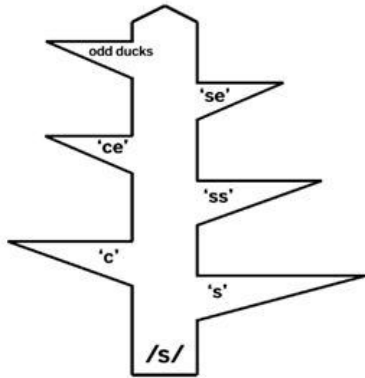![Amplify ELAR TEXAS]

Spelling Trees

This document provides you with all the information you need to create the spelling trees needed for each unit of instruction. Please refer to the Teacher Guide for specific instructions as to how to use the trees during the lessons.


The Spelling Trees are fantastic visual representations of the power bars for each spelling, as each branch represents a spelling for that sound and the length of each branch represents the frequency of that spelling. The words to be sorted will all contain the sound but spelled in different ways. The students' task is to sort the words according to the spelling used for the target sound and copy the words under the correct headings. During Spelling Tree activities, students will place "word leaves" on the correct branches of the Spelling Trees.

These sorting exercises and the corresponding copying exercises are powerful mechanisms for teaching spelling. Research has shown that copying a word by hand is one of the most effective ways to learn to spell the word. The muscle movement involved in writing letters helps children remember the spelling. The sorting of words into spelling groups is also very helpful, as it helps students get a sense of which spellings are most common and which ones are used in which situations. Most synthetic phonics programs that use these exercises report excellent performance on standardized spelling assessments.

Over the course of the year, you will be asked to make and display Spelling Trees on the walls of your classroom. If wall display space permits, please make each Spelling Tree at least 24 inches x 18 inches, preferably a good deal larger. Make the trunk and branches out of brown paper. If possible, we recommend laminating them so you can use them year after year.

For most units you will display 2–4 Spelling Trees at a time. There are only a few lessons that will ask you to display more than that.

If wall space for display is limited, you may decide to use a chart tablet to create all your Spelling Trees during the year. It is suggested that you dedicate the chart pad to Spelling Trees only so you and students may use the pad as a reference to quickly flip through and locate a particular Spelling Tree. Draw only one Spelling Tree per page. Ideally, students should be able to reference the trees when they are reading and/or writing, so try to display more than one if possible.
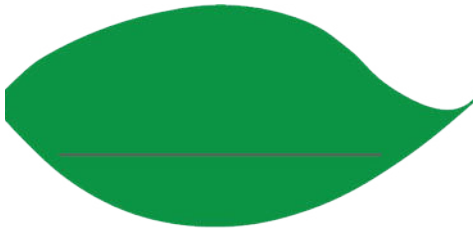
Leaves

Make multiple copies of the leaves. There is a template provided, but you are welcome to use a different leaf cut-out.

The leaves should be big enough to write words on them, small enough that you can fit at least twenty-five or thirty words on the Spelling Tree, but not so small that the words are unreadable when mounted on the wall.

The leaves are for words that contain one of the spelling patterns. Always have some extra blank leaves available for use during the lessons.
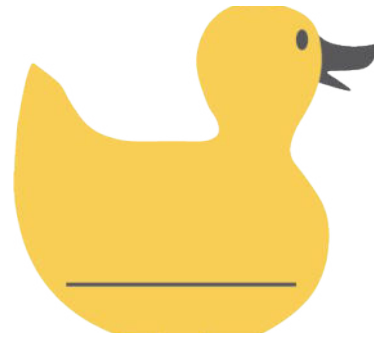
Odd ducks

Make multiple copies of the odd duck template onto yellow paper.

These duck-shaped cards are for odd ducks (i.e., words that have the sound but do not fall into any of the spelling patterns that students have been taught).

You do not need to write any words in advance on the odd duck templates; just have these available during the lesson should students offer any odd duck spellings for the sound.

There may be times when students will think of a word that doesn't fit the spellings currently on the tree (making it an odd duck). If, in a later lesson, students learn the spelling, the odd duck should be removed, and a leaf added to the appropriate branch for that word.
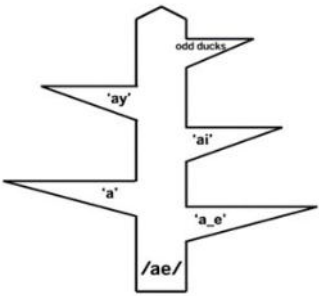
Reminder

Do not place the leaves or ducks on the Spelling Tree prior to the lessons; you will do this with students.
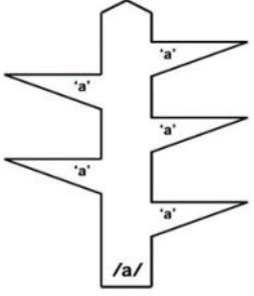
Spelling Trees for Unit 1 are optional Pausing Point activities if students need additional practice with the alternative spellings for /j/ and /s/. Information is included here if you'd like to use them. The full description is found in the Teacher Resource Section of the Unit 1 Teacher Guide.

/s/ Spelling Tree	Optional review in Unit 1
	Description: 6 branches • 1 long ('s') • 2 medium ('c', 'ss') • 3 short ('ce', 'se', odd ducks)

/j/ Spelling Tree	Optional review in Unit 1
	Description: 4 branches • 2 long ('j' and 'g') • 1 medium ('ge') • 1 short (odd ducks)

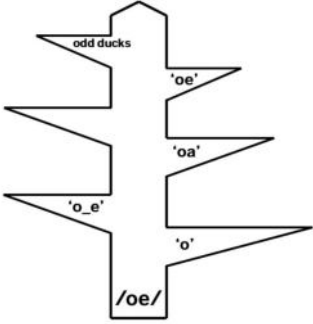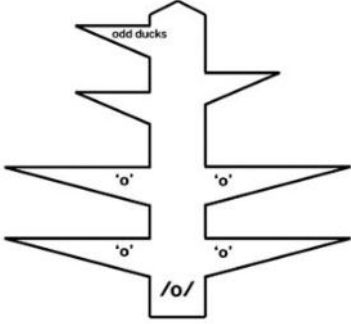| Tree – lesson	Words to add	Additional notes
/s/ tree After lesson 12	sand, sift, sun, self, sick, sunset, spot, list, stop, still, seven, swim, skip, scan, press, mess, fuss, dress, kiss, miss, less, hiss, grass, progress, fitness	Focus is on 's' and 'ss'
/j/ tree After lesson 14	jump, jacket, just, jet, junk, jug, job, Jeff, Jill, jam, gem, gel, magic, tragic, frigid, digit, logic	focus is on 'j' and 'g'
/s/ tree After lesson 15	cent, cell, citrus, dancing, prancing, process, princess	focus is on 'c'
/j/ tree After lesson 17	hinge, plunge, college, fringe, cringe, twinge	focus is on 'ge'
/s/ tree After lesson 18	dance, prance, fence, lettuce, France, prince, rinse, pulse, dense	focus is on 'ce' and 'se'

Spelling Tree #1 /ae/	Unit 3

	Description:
	5 branches • 2 long ('a_e', 'a') • 2 medium ('ai', 'ay') • 1 short (odd ducks)

Spelling Tree #2 /a/	Unit 3
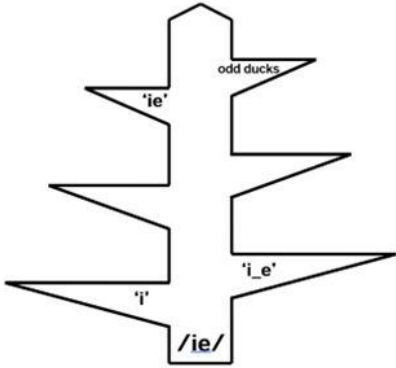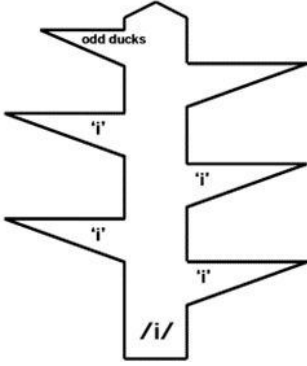
	Description:
	5 branches – all the same length

Lesson Tree(s) used	Words to add	Additional notes
Lesson 1 /ae/ and /a/	same, lake, baking, paper, rain, wait, day, say, back, sand, grass, grab, snap, chat, raft, mask Note: You will also add words that are student-generated during the board sort activity during this lesson.	For /ae/, the odd ducks might include 'eigh' as in eight, 'ey' as in hey, 'ea' as in great, 'ei' as in vein, 'e' as in José, 'ae' as in sundae, and 'et' as in ballet.
Lesson 2 /ae/ and /a/	pain, train, mail, snail, may, ray, stay, pray, play, mermaid, rainstorm, painter, daytime, hayride, payment, yesterday, subway	Review /ae/ and /a/ trees
Lesson 3 /ae/ and /a/	paper, caper, basic, radar, raven, wager, David, laser, acorn, agent	You should bold or underline the /ae/ > 'a' spellings on the leaves. (tricky spelling)
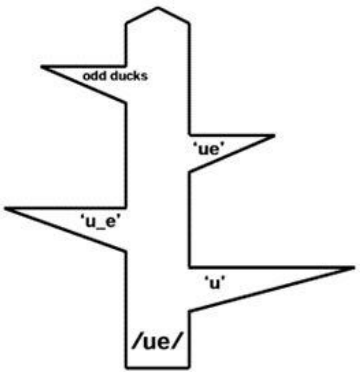
/ae/ and /a/ Spelling Trees (continued)		Unit 3
Lesson Tree(s) used	**Words to add**	**Additional notes**
Lesson 4 /ae/ and /a/	mistake, raisin, cascade (x2), daydream, crayon, waitress, bacon, driveway, basin, maker, daytime, crater, label, wafer	* "cascade" is on two leaves as it has both the short /a/ and long /ae/ sounds * Do not bold or underline the spellings on the leaves; students will complete this as part of the lesson.
Lesson 5 /ae/ and /a/	Students will add words from Activity Page 5.2 to add to the tree	

Spelling Tree #3 /oe/	Unit 3

Description:

6 branches
- 1 long ('o')
- 3 medium ('o_e', 'oa', 1 blank*)
- 2 short ('oe', odd ducks)

You will add the 'ow' spelling in Unit 4. Leave the branch blank or cover the 'ow' spelling for now.

Spelling Tree #4 /o/	Unit 3

Description:

7 branches
- 4 long ('o')
- 3 short (odd ducks, 2 blank*)

Original directions say "5 branches all the same size". We opted to make 4 long branches for 'o', and added 3 short branches. One for odd ducks and 2 short branches for 'a' and 'wa' spellings that you will add in Unit 6. Leave those branches blank or cover the 'a' and 'wa' spellings for now..

Lesson Tree(s) used	Words to add	Additional notes
Lesson 6 /oe/ and /o/	coat, goes, road, so, poke, hoe, open, toe, cot, rod, top, stop, chop, clock, rotten	You will also add words that are student-generated during the board sort activity during this lesson.
Lesson 7 /oe/ and /o/	coat, soap, toast, road, loaf, toe, Joe, foe, raincoat, railroad, cockroach, sailboat, tiptoe	You should bold or underline the spellings for the sound on the leaves. You will also add words that students select from Activity Page 7.1 during this lesson.
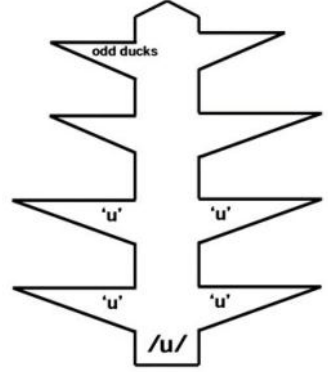
/oe/ and /o/ Spelling Trees (continued)		Unit 3
Lesson Tree(s) used	**Words to add**	**Additional notes**
Lesson 8 /oe/ and /o/	hotel, moment, program, bonus, poster, poet, polo, halo, open, omit, over	You should bold or underline the /oe/ spellings for the sound on the leaves.
Lesson 9 /oe/ and /o/	tadpole, enclose, oatmeal, open, raincoat, bonus, toenail, hippo, frozen, explode, focus, steamboat, locate, condo	Do not bold or underline the spellings on the leaves as students will complete this as part of the lesson.
Lesson 10 /oe/ and /o/	Students will select words from Activity Page 10.2 to add to the tree.	

Spelling Tree #5 /ie/   Unit 3

Description:

6 branches
- 2 long ('i', 'i_e')
- 2 medium (blank*)
- 2 short ('ie', odd ducks)
-

 You will add the 'igh' and 'y' spellings in Unit 4. Leave the branches blank or cover the spellings for now.

Spelling Tree #6 /i/   Unit 3

Description:

 6 branches – all same length
- 4 medium ('i')
- 1 medium (blank*)
- 1 short (odd ducks)

You will add the 'y' spelling (as in hymn) in Unit 4. Leave the branch blank or cover the spelling for now.

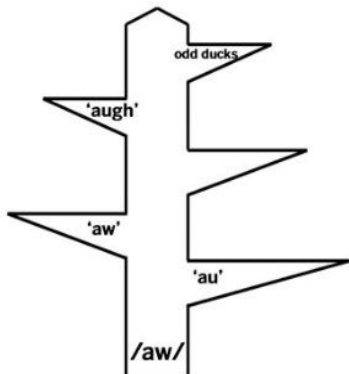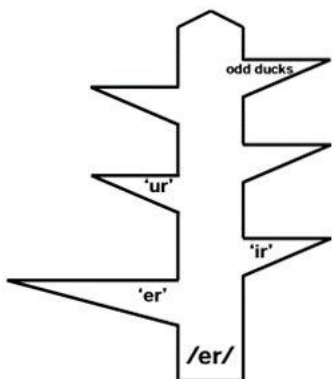| Lesson Tree(s) used	Words to add	Additional notes
Lesson 11 /ie/ and /i/	Choose one or two words for each spelling from the board sort activity in this lesson.	
Lesson 12 /ie/ and /i/	die, lie, tie, pie, cried, spied, spider, tiger, minus, silent, Friday, hijack, iris, item, ideal, idol	You should bold or underline the spellings for the sounds on the leaves
Lesson 13 /a/, /ae/, /o/, /oe/, /i/, and /ie/	Students will add words from Activity page 13.1	All trees used during warm up activity

Spelling Tree #7 /ue/ — Unit 3

odd ducks 'ue' 'u_e' 'u' /ue/	**Description:** 4 branches ● 1 long ('u') ● 1 medium ('u_e') ● 2 short ('ue', odd ducks)

Spelling Tree #8 /u/ — Unit 3
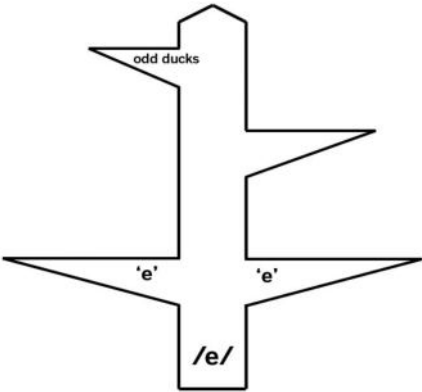
odd ducks 'u' 'u' 'u' 'u' /u/	**Description:** 8 branches ● 4 medium ('u') ● 1 medium (blank*) ● 3 short (odd ducks, 2 blank*) *You will add the 'o' (medium), 'ou', and 'o_e' (short) spellings in Unit 5. Leave the branches blank or cover the spellings for now.*

Lesson Tree(s) used	Words to add	Additional notes
Lesson 16 /ue/ and /u/	Choose one or two words for each spelling from the board sort activity in this lesson	
Lesson 17 /ue/ and /u/	human, unite, cucumber, value, rescue, argue	You should bold or underline the spelling for /ue/.
Lesson 18 /ue/ and /u/	Students will add words from Activity Page 18.1	

Spelling Tree #9 /aw/ — Unit 3

Description:

4 branches
- 1 long ('au',)
- 2 medium ('aw'* blank**)
- 2 short ('augh', odd ducks)

Directions say the 'aw' branch should be "only a small bit shorter" than the 'au' branch. You could choose to make it a long branch.

**You will add the 'al' spelling in Unit 4. Leave the branch blank or cover the spelling for now.*

Lesson Tree(s) used	Words to add	Additional notes
Lesson 20 /aw/	yawn, hawk, crawl, awful, awesome, because, launch, taught, caught, August, daughter	

Spelling Tree #10 /er/ — Unit 4

Description:

6 branches
- 1 long ('er',)
- 5 short ('ir', 'ur', odd ducks, 2 blank*)

You will add the 'ar' and 'or' spellings in Unit 6. Leave the branches blank or cover the spellings for now.

Lesson Tree(s) used	Words to add	Additional notes
Lesson 1 /er/	clerk, fern, verb, first, shirt, birth, bird, girl, fur, hurt, church	

Spelling Tree Note	Unit 4

The /e/ tree is referred to during the "review" lesson in Skills unit 4, lesson 2. Since this lesson is a review of the code learned in Grade 1, this tree has not yet been created in Grade 2. Therefore, we have included the directions for making the /e/ tree below. There will not be many leaves on it. We suggest having several blank leaves available and ask students for suggestions of /e/ > 'e' words to add to the tree.

You will use this tree in unit 4, lesson 2 and again in unit 6.

Spelling Tree #11 /e/	Unit 4

Description:

4 branches
- 2 long ('e',)
- 1 medium (blank*)
- 1 short (odd ducks)

You will add the 'ea" spelling in Unit 6. Leave the branch blank or cover the spelling for now.

Review – Multiple Spelling Trees		Unit 4
Lesson Tree(s) used	**Words to add**	**Additional notes**
Lesson 2 /er/, /ae/, /a/, /ie/, /i/, /ue/, /u/, /oe/, /ee/, /e/, /aw/, /ow/	burnt (/er/), firm (/er/), bunch (/u/) flirt (/er/), tulip (x2: /ue/, /i/) hibernate (x3: /ie/, /er/, /ae/) undershirt (x3: /u/, /er/ > 'er' & 'ir') auto (x2: /aw/, /oe/), surround (x2: /er/, /ow/) hamburger (x3: /a/, /er/ >'ur' & 'er') tender (x2: /e/, /er/) thirteen (x2: /er/, /ee/) aspirin (x3: /a/, /er/, /i/) entertain (x3: /e/, /er/, /ae/) Bonus: thermometer (x3: /er/, /o/, /e/)	Words written on more than one leaf (x2 or x3) will be placed on multiple Spelling Tree branches. *NOTE: The words "surround" and "thirteen" were removed from the list that is in your teacher guide because you have not made /ow/ and /ee/ trees. This is the only suggested use of the /ow/ tree in Grade 2. The /ee/ tree is used for the first time in unit 4, lesson 11.*
Lesson 4 /ie/	light, bright, high, night, fight, fright, and sight If time permits, students can select words from Activity page 5.2 to add to the tree.	* Add/uncover the 'igh' branch label *Prior to this lesson, remove three or four leaves from each branch of the /ie/ Spelling Tree. For words spelled with 'i', be sure to remove both one-syllable and multi-syllable words. You will use these leaves for review today and will reattach them during the lesson.
Lesson 6 /ie/	my, by, why, shy, fly, dryer, nearby, butterfly, supply	

Review – Multiple Spelling Trees		Unit 4
Lesson Tree(s) used	**Words to add**	**Additional notes**
Lesson 8 /oe/	old, told, bold, colt, roll, stroll, most, post	
Lesson 9 /oe/	slow, snow, grow, throw, glow, yellow, window, elbow, owners	* Add/uncover the 'ow' branch label

Spelling Tree #12 /ee/		Unit 4

Description:

9 branches
- 2 long ('y', 'e')
- 3 medium ('ee', 'ea' 'ie')
- 4 short ('ey', 'e_e', odd ducks, *blank)

You will add the 'i' spelling in Unit 6. Leave the branch blank or cover the spelling for now.

Lesson Tree(s) used	**Words to add**	**Additional notes**
Lesson 11 /ee/	feet, weekend, yankees, three, daydream, seesaw, Chinese, supreme, teacher, dear, beach, heaping, steam, least, athlete, reader, steal, centipede	
Lesson 17 /ee/	funny, happy, sunny, tummy, twenty, body, city, story, baby, army, lady, easy, angry, study, key, kidney, chimney, hockey, donkey	
Lesson 18 /ee/		Students learn the 'ie' spelling for /ee/ as it relates to making words ending with 'y' plural (e.g. story> stories)

| Use /aw/ tree		Unit 4
Lesson Tree(s) used	**Words to add**	**Additional notes**
Lesson 21 /aw/	hallway, wallpaper, install, salt, also, always, false, walnut, walrus, Walter, walk, talk	Uncover or add 'al' branch label on the /aw/ tree

Use /u/ tree		Unit 5
Lesson Tree(s) used	**Words to add**	**Additional notes**
Lesson 1 /u/	public, subject, tantrum, mother, brother, cousin, touch, some, love	Uncover or add 'o', 'ou' and 'o_e' branch labels on the /u/ tree.
Lesson 2 /u/	son, cover, month, money, front, wonder, won, dozen, crunchy, trumpet, husband, thunder	
Lesson 3 /u/	done, none, come, shove, glove, cousins, country, young, southern	
Lesson 5 /u/	Students select words from Activity page 5.2 to add to the tree.	

Spelling Tree #13 /ə/	Unit 5

You can create two separate trees for /ə/ and /əl/ or just add new branches to the /ə/ Tree. The individual code chart separates them. Info from unit 5 introduction:

> For the schwa sounds and spellings, you may choose to have three separate new Spelling Trees: one in which the trunk is labeled /ə/ with two branches for 'a' and 'e'; a second tree in which the trunk is labeled /ə/ + /l/ with four branches for 'al', 'el', 'il', and 'le'; and a third tree in which the trunk is labeled /sh/ + /ə/ + /n/ with one branch for 'tion'. If space does not permit you to have three separate trees, however, you may choose to make one large tree in which the trunk is labeled /ə/ with seven branches representing the various spellings associated with the schwa sound. Please refer to the section More About Schwa (/ə/) in the Appendix for a more in-depth explanation of /ə/ and its relationship to /u/.
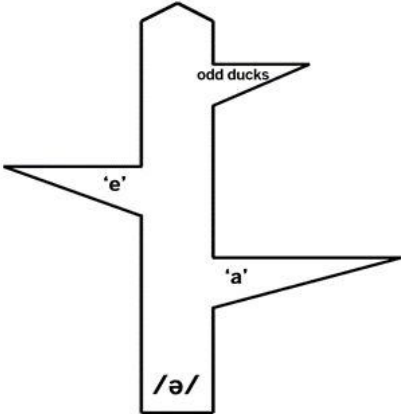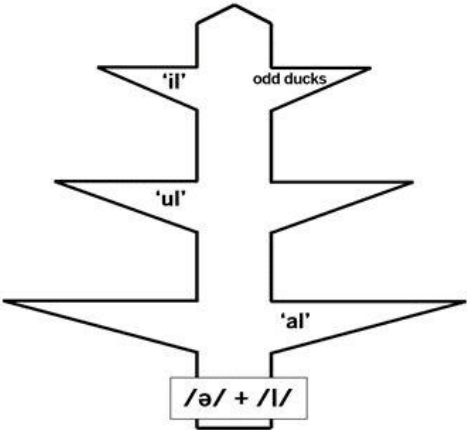

Description:

3 branches
- 1 long ('a')
- 1 medium ('e')
- 1 short (odd ducks)

If you decide to use one tree for both /ə/ and /ə/+/l/, this tree will need to have the branches from Trees #13 and possibly #14 added.

Lesson Tree(s) used	Words to add	Additional notes
Lesson 7 /ə/	about, alike, afraid, China, America, appear, debate, appetite, decide, and category	You can use names of students in your class for additional leaves (examples: Steven, Linda, Evan)
Lesson 8 /u/ and /ə/		Trees used during review activity

| Spelling Tree #14 /ə/ + /l/ (or add to /ə/ tree)	Unit 5

Description:

6 branches
- 2 long ('al', blank*)
- 2 medium ('ul', blank*)
- 2 short ('il', odd ducks)

You will add the 'le'(long), 'el' (medium) spellings in lesson 13. Leave the branches blank or cover the spellings for now.

Lesson Tree(s) used	Words to add	Additional notes
Lesson 11 /ə/+/l/ and /ə/	helpful, cheerful, wonderful, animal, metal, total, royal, principal, typical, normal, practical, signal, pencil, evil, April, devil, fossil, nostril	
Lesson 12 /ə/+/l/, /ə/ and /u/	general, stencil, hospital, normal, tonsils, equal, petal, tropical, emergency, civil, several, local, amount, legal, rental, pedal, personal, come, touch, love, son, mother, nostril, cousin	
Lesson 13 /ə/+/l/ and /ə/	level, model, camel, tunnel, channel, nickel, travel, middle, bubble, little, simple, uncle, jungle, table, trouble	Uncover or add 'el' and 'le' branch labels on the /ə/+/l/ tree.

Spelling Tree #15 /sh/ + /ə/ + /n/ (or add to /ə/ tree)	Unit 5
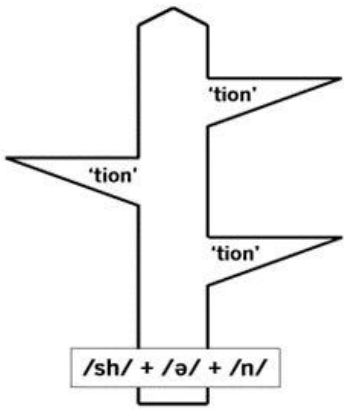
Description:

3 branches
- 3 short or medium ('tion')

If you add 'tion' to the /ə/ tree, you can just add one long branch.

Lesson Tree(s) used	Words to add	Additional notes
Lesson 15 /sh/+/ə/+/n/	action, section, station, vacation, attention, invention, lotion, fiction, emotion, nation, caution, position	
Lesson 16 /sh/+/ə/+/n/		Trees reviewed prior to Activity Page 16.1

Use /e/ and /ee/ trees	Unit 6

Lesson Tree(s) used	Words to add	Additional notes
Lesson 3 /e/	head, bread, dead, dread, thread, spread, tread, sweater, breath health	Uncover or add 'ea' branch label on the /e/ tree

Use /er/ tree		Unit 6
Lesson Tree(s) used	**Words to add**	**Additional notes**
Lesson 8 /er/	dollar, actor, color, history, major, doctor, labor, effort, factory, memory, mirror, author, collar, solar, polar, cellar, grammar, calendar, lizard, wizard, mustard, orchard, standard	Uncover or add 'ar' and 'or' branch labels

Use /ee/ tree		Unit 6
Lesson Tree(s) used	**Words to add**	**Additional notes**
Lesson 13 /ee/	ski, taxi, pizza, radio, medium, piano, happiness, heavier, easier, easiest	Uncover or add 'i' branch label
Lesson 14 /ee/	media, India, mosquito, audience, experience, gymnasium, furious, curious, spaghetti	

Use /o/ tree		Unit 6
Lesson Tree(s) used	**Words to add**	**Additional notes**
Lesson 25 /o/	wash, want, swamp, swallowing, watch, wander, swab, swap, swat, swan	Uncover or add 'a' and 'wa' branch labels
Lesson 26 /o/	squash, squad, squat, father, grandma, grandpa, lava, pajamas, drama, llama	