

# Lesson 13

## Basic Code Review

### ✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ **Decode two-syllable words with any combination of the following syllable types: closed syllables; magic –e syllables; vowel digraph syllables; r-controlled syllables; open syllables; consonant –LE syllables** (RF.2.3c)
- ✓ **Read and write words with the following letter-sound correspondences: ‘a’ as /a/ (*hat*), /ae/ (*paper*), /ə/ (*about*), or /aw/ (*wall*); ‘i’ as /i/ (*hit*), /ie/ (*item*), or /ee/ (*ski*); ‘o’ as /o/ (*hop*), /oe/ (*open*), or /u/ (*son*); ‘e’ as /e/ (*pet*), /ee/ (*me*), or /ə/ (*debate*); ‘u’ as /ue/ (*unit*) or /u/ (*but*); ‘ph’ > /f/ (*phone*), /ie/ (*try*), /i/ (*myth*), or /ee/ (*funny*); ‘ir’ (*bird*), ‘ur’ (*hurt*), or ‘er’ as /er/ (*her*); ‘ar’ > /ar/ (*car*) or /or/ (*war*); ‘al’ > /ə/ + /l/ (*animal*); ‘il’ > /ə/ + /l/ (*pencil*); ‘ul’ > /ə/ + /l/ (*awful*); ‘el’ > /ə/ + /l/ (*travel*), ‘le’ > /ə/ + /l/ (*apple*); ‘tion’ > /sh/ + /ə/ + /n/; ‘ph’ > /f/ (*phone*); ‘ch’ > /k/ (*school*); ‘a’ > /o/ (*water*)** (RF.2.3e)
- ✓ **Read and write words with the following inflectional endings and suffixes: –ing, –ed** (RF.2.3d)
- ✓ **Read decodable text that incorporates the letter-sound correspondences taught with increased accuracy, appropriate rate, and expression on successive readings** (RF.2.4b)
- ✓ **Read the following Tricky Words: *he, she, we, be, me, the, was, of, a, do, down, how, to, two, what, where, why, from, once, one, could, would, should, there, said, says, why, word*** (RF.2.3f)
- ✓ **Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension** (RF.2.4)
- ✓ **Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding** (RF.2.4a)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>Consonant Flip Book Review</b>	Consonant Code Flip Book	5
<b>Today’s Spellings</b>	<b>Two-Syllable Words</b>		15
<b>Practice</b>	<b>Suffix Spelling Patterns</b>	Worksheet 13.1	15
<b>Reading Time</b>	<b>Small Group: “The Chicken Nugget”</b>	<i>The Cat Bandit</i> ; Anecdotal Reading Record; Worksheets 13.2, 13.3	25
<b>Take-Home Material</b>	<b>“The Hot Dog”</b>	Worksheet 13.4	*

### **Note to Teacher**

You may find the following information useful as you review two-syllable words in this lesson. Mastering the various letter-sound correspondences will enable students to read one-syllable words with ease. However, knowing these letter-sound correspondences is no guarantee that students will be able to apply this knowledge to reading multi-syllable words. To this end, most students will benefit from additional instruction learning to recognize, chunk, and read syllables as parts of longer words.

Most reading specialists identify six different syllable types:

**Note:** Syllables exemplifying each type are underlined.

- **Closed Syllables (CVC or VC)** let, pad, rod, tin, fun, bas·ket, pic·nic, un·til
- **Open Syllables (V or CV)** go, me, hi, a·pron, fi·nal, com·pre·hend
- **Consonant-LE Syllables (C-LE)** sim·ple, puz·zle, raf·fle, ca·ble, ri·fle
- **R-Controlled Syllables** art, curb, girl, fort, clerk, tur·nip, art·ist, fe·ver
- **Magic E Syllables (V-C-E)** cake, home, like, mule, Pete, mis·take, stam·pede
- **Vowel Digraph Syllables** joint, speak, proud, play, dis·may, be·low, coun·sel

Students do not need to identify syllables by these names. It is helpful, however, if they are able to recognize spelling patterns as particular syllable types so they can easily decode each syllable.

When students first encounter two-syllable words, it may be helpful to show them how to chunk the parts of a word into syllables, as follows:

- When two consonants stand between two vowels, divide the syllables between the consonants, creating one or more closed syllables.

*ad*·*mit*

*men*·*tal*

*fran*·*tic*

When demonstrating for students, you may also find it useful to use your finger to cover the second syllable, revealing only the first syllable for them to read. Once the students read the first syllable, the second syllable can be uncovered and read. If necessary, model for students how to blend the two syllables aloud:

*magnet*

*mag* 

 *net*

### Consonant Code Flip Book Review

- Quickly review the double-letter spellings. The letter-sound correspondences can be found on these pages of the Consonant Code Flip Book:

#### Consonant Code Flip Book Pages

1. 'bb' > /b/ (*rubbing*) Consonant Code Flip Book on page 2
2. 'dd' > /d/ (*add*) Consonant Code Flip Book on page 4
3. 'cc' > /k/ (*hiccup*) Consonant Code Flip Book on page 5
4. 'ck' > /k/ (*black*) Consonant Code Flip Book on page 5
5. 'gg' > /g/ (*egg*) Consonant Code Flip Book on page 6
6. 'ff' > /f/ (*stuff*) Consonant Code Flip Book on page 9
7. 'll' > /l/ (*bell*) Consonant Code Flip Book on page 19

- Ask students if they remember where double-letter consonants usually occur in words (at the end of words).

### Today's Spellings

15 minutes

#### Two-Syllable Words

See Pausing Point Two-Syllable Words for additional practice reading two-syllable words while playing Two-Syllable Baseball.

Use Worksheet PP3 to provide additional practice or to assess the students' skills in reading two-syllable words.

Additional practice with two-syllable words may be found in the *Assessment and Remediation Guide* in the Unit 1 section.

- Remind students that words can be broken into chunks called syllables. A syllable has one, and only one, vowel sound. This means a word has as many syllables as it has vowel sounds. For example, a word with one vowel sound has one syllable, and a word with two vowel sounds has two syllables.
- Tell students today they will read two-syllable words, i.e., words with two vowel sounds.
- Explain you will **not** be leaving a small space between the syllables in each two-syllable word you write today. Students should read the words by blending the sounds in the first syllable, then blending the sounds in the second syllable, and then putting the two syllables together. If needed, model this for students.
- Write the first word from the list, *basket*, on the board.
- Ask students to sound out the word by first blending the sounds in the first syllable (/b/ /a/ /s/: *bas*), then blending the sounds in the second syllable (/k/ /e/ /t/ : *ket*), and then putting the two syllables together (*basket*).

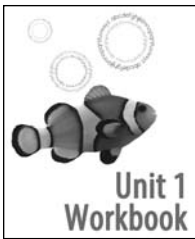
- Repeat this process with the remaining words.

- |            |             |
|------------|-------------|
| 1. basket  | 6. bandit   |
| 2. catfish | 7. picnic   |
| 3. himself | 8. upset    |
| 4. suntan  | 9. invent   |
| 5. dustpan | 10. contest |

## Practice

15 minutes

### Suffix Spelling Patterns



Worksheet 13.1

- Have students turn to Worksheet 13.1.
- Tell students this activity focuses on suffixes. Tell students a suffix is a group of letters added to the end of a root word. Today, students will work with the suffix *-ing*; this suffix shows an action is taking place.
- Explain that sometimes when the suffix *-ing* is added, the root word will change and follow a common spelling pattern for many consonant sounds.
- One-syllable words with a short vowel sound and a single consonant ending change to a double-letter spelling at the end when the suffix (ending) *-ing* is added.
- Complete the first three examples of Worksheet 13.1 together as a class. Read the first word in the column, *rub*, carefully explaining the shift in spelling.

“Look at the word *rub*. How many syllables is it?” (Remind students one-syllable words have one vowel sound.)

“*Rub* has one syllable. Let’s look to see if it has a short vowel in it. Yes, the ‘u’ in *rub* is a short vowel. Does *rub* end in a single consonant? Yes, ‘b’ is a single consonant.

Since *rub* is a one-syllable word that has a short vowel sound and ends in a single consonant, we add an extra ‘b’ before adding the *-ing* to *rub*. *Rub* turns to *rubbing*.”

Write *rubbing* in the next column. Circle the root word, *rub*, and underline the suffix *-ing*.

- If students seem comfortable with the pattern, have them fill in the rest of the table on their own. Otherwise, complete the remaining items together.

## Small Group: “The Chicken Nugget”

### Note to Teacher



#### Chapter 2

Alternatively, you can use small group time to reinforce a skill students need to practice, such as spellings and sounds, instead of reading aloud. See the *Assessment and Remediation Guide* for appropriate exercises.

If some pairs finish early, they can illustrate one of the words or phrases from the Supplemental Materials section. Write several of these words or phrases on the board or chart paper prior to starting partner reading.



Worksheets 13.2, 13.3

Today is the first time this year for small group work. Small group work is a time for you to provide more individual attention and feedback to students, perhaps listening to them read aloud or reteaching/reinforcing certain skills. We suggest you work with two groups: Group 2 consists of more independent workers and Group 1 consists of students needing more support and close monitoring. Information from beginning assessments, anecdotal notes, and other classroom observations should guide your decision on how to divide your class into these groups (you may further divide your class if necessary). Groups are meant to be fluid, meaning that a student in Group 1 for one week might be in Group 2 for the next week.

- Before breaking into small groups, review the sequence of yesterday’s story, “The Chicken Nugget.” Using temporal words, guide students in recounting the events from the story. Your questions may sound like these:

“What was the **first** thing that happened in ‘The Chicken Nugget’? What happened **next**? **After** that, what happened? What was the **final** thing to happen in the story?”

- Fill out the chart on Worksheet 13.3 for “The Chicken Nugget.”

### Small Group Work

✪ **Small Group 1:** Have this group read “The Chicken Nugget” aloud to you. Check comprehension and ask students to point out the spellings.

✪ **Small Group 2:** Ask students who are able to do independent work to sit with their partners, take out their Readers, and take turns reading the story “The Chicken Nugget” aloud to one another. If students finish quickly, have them complete the Story Questions (Worksheet 13.2) on “The Chicken Nugget.” Students may also reread “The Hot Dog.”

## Take-Home Material

### “The Hot Dog”

- Today students take home Worksheet 13.4, “The Hot Dog.” Explain to students they should read the story and discuss it with a family member.

## Supplemental Materials

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Below is a list of decodable words and a list of decodable sentences and phrases.

- Decodable words:

- |            |              |
|------------|--------------|
| 1. well    | 9. kitten    |
| 2. will    | 10. jacket   |
| 3. with    | 11. happen   |
| 4. less    | 12. fitness  |
| 5. thick   | 13. swimming |
| 6. still   | 14. spotless |
| 7. thrill  | 15. wedding  |
| 8. cricket | 16. shopping |

- Sentences and phrases:

- |                                    |                                  |
|------------------------------------|----------------------------------|
| 1. That's odd.                     | 5. He can't sing well.           |
| 2. Ring the bell.                  | 6. She added six plus seven.     |
| 3. Pass it on.                     | 7. Jeff nodded at Janet.         |
| 4. Jack and Jill went up the hill. | 8. The rabbit sat in the basket. |

- Wiggle Cards:

- |              |             |         |
|--------------|-------------|---------|
| 1. step back | 2. hop back | 3. hiss |
|--------------|-------------|---------|