

Lesson 2

Basic Code Review Tricky Words Reading

✓ 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.

- ✓ Use an apostrophe to form contractions and frequently occurring possessives (L.2.2c)
- ✓ Use both regular and irregular past-, present-, and future-tense verbs orally and in own writing (L.2.1d)
- ✓ Use adjectives appropriately orally and in own writing (L.2.1e)
- ✓ Use knowledge of the letter-sound correspondences that have been taught to distinguish and correctly read long and short vowels in one-syllable words: 'o_e' > /oe/; 'u_e' > /ue/ (RF.2.3a)
- ✓ Consult the Individual Code Chart and simple dictionaries to check spelling (L.2.2e)
- ✓ Decode two-syllable words with any combination of the following syllable types: closed syllable; magic -e syllables; vowel digraph syllables; r-controlled syllable; open syllables; and consonant -LE syllables (RF.2.3c)
- ✓ Read the following Tricky Words: *my, by, have* (RF.2.3f)
- ✓ Describe the following story elements: characters, setting, and plot, including how the beginning introduces the story and the ending concludes the action (RL.2.5)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Recount fables and folktales read independently, identifying specific features of the genre represented in the story, as well as the central message, lesson, or moral (RL.2.2)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Describe how characters in a fiction text that has been read independently respond to major events and challenges (RL.2.3)
- ✓ Read and understand decodable text of appropriate complexity for Grades 2–3 that incorporates the specific code knowledge taught (RL.2.10)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Contraction Review	prepared cards; tape	5
Today's Spellings	Review of Basic Code Spellings	Vowel Code Flip Book; Spelling Cards for 'o_e' > /oe/ (<i>home</i>) and 'u_e' > /ue/ (<i>cute</i>); Individual Code Chart; green markers	15
Chaining	Pop-Out Chaining	magic 'e' cards; Worksheet 2.1	10
Practice	Reading Two-Syllable Words	Worksheet 2.2	5
Tricky Words	Tricky Word Cards	yellow index cards for <i>my</i> , <i>by</i> , <i>have</i>	5
Reading Time	Partner Reading: "The Milk"	<i>Bedtime Tales</i>	20
Take-Home Material	Mixed Practice 'o_e', 'u_e'	Worksheet 2.3	

Note to Teacher

In this lesson, students will read two-syllable words. Students may recall reading two-syllable words in Grade 1 with a dot in dividing the word into syllables. In Grade 2 we have removed that support. To review reading two-syllable words, we begin with compound words. It is easy for students to see the syllable division as the words easily stand alone. You may wish to cover part of the word with your hand and have students read the word, then place your hand over the first word and have students read the second word. (For a full explanation, please refer to the Appendix at the end of this guide: Using Chunking to Decode Multi-syllable words.)

Advance Preparation

Write the following contractions and words on separate cards or sentence strips.

Contraction	Words
it's	it is
can't	can not
I'll	I will
I'm	I am
that's	that is or that has
I've	I have
there's	there is or there has
he's	he is or he has
what's	what is or what has
let's	let us
I'd	I would
she's	she is or she has

Also write the Tricky Words for this lesson (*my*, *by*, *have*) on yellow cards.

Contraction Review

- Today you will review basic contractions with students. A contraction is a new word made up of two words in which some letters are replaced by an apostrophe. Use any of the following as a match game with students to review contractions. Tape the previously prepared cards randomly on the board. We have also provided the story title where the contraction may first be found so you may point it out when reading the story.

Please note most of the contractions in this lesson contain the 's pattern.

Contraction	Words	Story
it's	it is	Mike's Bedtime
can't	can not	Mike's Bedtime
I'll	I will	Mike's Bedtime
I'm	I am	Mike's Bedtime
that's	that is	The Milk
I've	I have	The Jumping Frog
there's	there is	The Jumping Frog
he's	he is	The Frog Race
what's	what is	The Hare and the Hedgehog
let's	let us	The Hare and the Hedgehog
I'd	I would	The Pancake, Part I
she's	she is	The Panther

Today's Spellings

15 minutes

Review of Basic Code Spellings

- You may wish to tab the following pages before beginning this lesson.

Vowel Code Flip Book

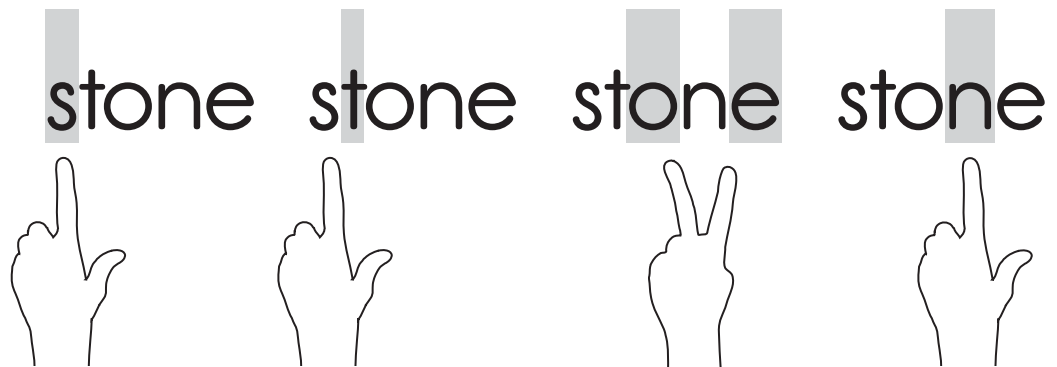
- 'o' > /o/ (*hop*) Vowel Code Flip Book on page 5
- 'o_e' > /oe/ (*home*) Vowel Code Flip Book on page 10
- 'u' > /u/ (*but*) Vowel Code Flip Book on page 4
- 'u_e' > /ue/ (*cute*) Vowel Code Flip Book on page 11



- Remind students that in the previous lesson they started learning some new sounds for vowels.
- Briefly review on **page 5** of the **Vowel Code Flip Book** the sound /o/ spelled 'o' as in *hop*. Remind students that in Unit 1, they reviewed all the basic code spellings for "short" sounds of the vowels.
- Turn to **page 10** of the **Vowel Code Flip Book** and tell students today they are going to learn a new sound and spelling.

If you prefer, you may use any of the following terms: *split digraph*, *separated spelling*, *split spelling*, *separated letter team*, *split letter team* or *magic 'e'*.

- Write the word *stone* on the board, and read it aloud.
- Ask students to tell you the vowel sound in *stone* (/oe/).
- Point out the spelling for the vowel sound in *stone* is like the spelling for /ae/ and /ie/ reviewed in the last lesson—the two letters that make up the spelling are separated.
- Explain that even though the ‘o’ and the ‘e’ in *stone* are separated, they work together to stand for the /oe/ sound. The spelling ‘o_e’ is a “separated digraph.”
- Circle each spelling in *stone* as you say its sound.
Note: You will need to draw a horseshoe-shaped loop around the ‘o’ and the ‘e’ to show that these two letters work together to stand for the /oe/ sound.
- Point to each spelling in *stone* as you say its sound: “/s/” (point to the letter ‘s’ with your index finger), “/t/” (point to the letter ‘t’ with your index finger), “/oe/” (simultaneously point to the letter ‘o’ with your middle finger and the letter ‘e’ with your index finger), “/n/” (point to the letter ‘n’ with your index finger).



- Write the following ‘o_e’ words on the board and have students read them:

- | | | |
|---------|----------|----------|
| 1. note | 3. rode | 5. broke |
| 2. hope | 4. froze | 6. bone |

- Show students the Spelling Card for ‘o_e’ > /oe/ (*home*). Have students read the sample word. Discuss the power bar. Point out the power bar does not stretch all the way across the card. This means there are some other spellings for this sound students will study later in the year. Explain these spellings are shown on the **Vowel Code Flip Book** but will not appear in the Readers until the students have been introduced to them. Add the Spelling Card to **page 10** of the **Vowel Code Flip Book**. Have students outline the Spelling Card in green on **page 8** of the **Individual Code Chart**.

Individual Code Chart

1. 'o_e' > /oe/ (*home*) Individual Code Chart on page 8
2. 'u_e' > /ue/ (*cute*) Individual Code Chart on page 8

- Repeat the steps for the 'u_e' spelling for /ue/, writing the following words on the board.

- | | | |
|---------|---------|---------|
| 1. cube | 3. cute | 5. fuse |
| 2. mute | 4. mule | 6. fume |

- Add the Spelling Card to **page 11** of the **Vowel Code Flip Book**. Have students outline the Spelling Card in green on **page 8** of the **Individual Code Chart**.
- Write these words in two columns on the board: *home*, *hope*, *those*, *stone*, *use*, *cute*, and *fumed*. These words match the pattern you just taught and will be in today's story. Tell students these words will be in the story and reading them is another way to practice the pattern. You will leave these on the board for review prior to reading the story. Read these words as a class, pointing out to students the spellings you just taught them.

/oe/	/ue/
home	use
hope	cute
those	fumed
stone	

Chaining

10 minutes

Pop-Out Chaining



Worksheet 2.1

- Make sure you have enough copies of the magic 'e' card for all students. These are the same cards you used in the previous lessons.
- Write *cut* on the board.
- Read *cut* together as a class.
- Tell everyone you will add the letter 'e' to the word and when you say "Alakazam!" everyone should read the word.
- Write the letter 'e' at the end of *cut* and say "Alakazam!" All students should respond by saying the word *cute*.

See Letter-Sound Correspondences in the Pausing Point for students needing additional help with vowel consonant 'e'.

Additional practice may be found in the Unit 2 section of the *Assessment and Remediation Guide*.

- Give all students a magic 'e' card. Tell students when you say "Alakazam!" they should hold up their magic 'e' card and say the word. Write the word *hop* on the board. Have students read the word. Then add the letter 'e'. Say "Alakazam!" All students should hold up their card, as you add the 'e' to *hop*, and read the new word (*hope*). Proceed in this way through the list of words.

- | | |
|---------------|------------------|
| 1. cut > cute | 6. fin > fine |
| 2. hop > hope | 7. cub > cube |
| 3. cap > cape | 8. glob > globe |
| 4. not > note | 9. tap > tape |
| 5. mop > mope | 10. slid > slide |

- Collect the magic 'e' cards for later use.
- Ask students to turn to Worksheet 2.1. Tell them you will play a different version of magic 'e'. Students do not need the cards for this version. They should first read aloud each word as a class and then write the letter 'e' at the end of each word. When you give the magic command "Alakazam!" they should read the new word aloud with the rest of the class.

Practice

5 minutes

Reading Two-Syllable Words

- Turn to Worksheet 2.2.
- Review with students how to read two-syllable words. You may wish to direct students to cover the second part of the word with a finger while reading the first part of the word. Then students cover the first part of the word with a finger while reading the second.



Worksheet 2.2

bakeshop

bake



shop



bakeshop

- Read with students the two-syllable words listed on the worksheet. Have students “horseshoe circle” the letters for the /oe/ and the /ue/ sounds. Briefly use any unfamiliar words in a sentence for students.



Tricky Words

5 minutes

See Tricky Words in the Pausing Point for students needing additional help with Tricky Words.

Additional practice may be found in the Unit 2 section of the *Assessment and Remediation Guide*.

Tricky Word Cards

- Refer to the Tricky Word cards you prepared in advance.

Tricky Word: my

- **Expected:** the letter ‘m’ is pronounced /m/. **Tricky:** the letter ‘y’ is pronounced /ie/.

Tricky Word: by

- **Expected:** the letter ‘b’ is pronounced /b/. **Tricky:** the letter ‘y’ is pronounced /ie/ (just as it is in *my*).

Tricky Word: have

- **Expected:** the letter ‘h’ is pronounced /h/ and the letter ‘v’ is pronounced /v/. **Tricky:** the letters ‘a_e’ are pronounced /a/, not /ae/.
- Place these words on your Tricky Word wall.

Note: *Have* is a word that can be described in different ways. You may prefer to tell students that *have* contains /h/ spelled ‘h’, /a/ spelled ‘a’, and /v/ spelled ‘ve’. If you break up the word this way—h-a-ve—you can say that it is not tricky at all. It is made up of spellings students have learned. But *have* still should to be practiced with the other Tricky Words, because it looks like words that have the vowel sound /ae/ spelled ‘a_e’ like *save* and *gave*.

Partner Reading: “The Milk”

Introducing the Story



Chapter 2

- Briefly remind students of the events in “Mike’s Bedtime.” You might want to refer to the story chart to review the terms *setting*, *character*, and *plot*. Tell students today you will learn about a new genre of fiction: fables. Fables are stories that teach a lesson. We call these lessons *morals*. You can remind students they heard many fables in first grade in Listening & Learning. Tell students the title of today’s story is “The Milk” and tell students this is similar to the Aesop’s fable, “The Milkmaid and the Pail.”

Previewing Spelling

- Read the words on the board as a class to review the spelling feature of today.

/oe/	/ue/
home	use
hope	cute
those	fumed
stone	

- Discuss the meaning and give an example of the word *fumed*. Ask students to make a facial expression demonstrating *fumed*.

Challenging Vocabulary

- Preview the following vocabulary with students:

- lass**—another word for a girl, used by people of Irish or Scottish descent
- spilt**—past tense of spill (Spilt was once the standard past tense and past participle form of the verb spill. In North America, the word spilled is used more commonly today.)
- slop**—leftover food scraps fed to pigs

Purpose for Reading

- Tell students to read “The Milk” to learn the moral (lesson) of this story.
- Remind students to use the illustrations to help them understand the story.

Partner Reading

If some pairs finish early during small group time, 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 time.

- Today students will be doing partner reading.
- You may want to use this as a time to record observations on the Anecdotal Reading Record.

Wrap-Up

- When the class has finished reading the story use the questions below to fill in your story chart and promote a discussion of the story. Remind students to answer questions in complete sentences.

Discussion Questions on “The Milk”

1. *Literal* What is the setting of this story? (The setting of the story is outside on a path to the market.)
2. *Inferential* How do you know the setting of the story? (Students should respond with an answer that includes looking at the illustrations.)
3. *Literal* Who are the characters in this story? (Jane is the character in the story.)
4. *Literal* What is the plot of this story? (Jane walks to the market with a bucket of milk that she plans to sell, making big plans along the way. The plans are spoiled when she trips, drops the bucket, and the milk spills.)
5. *Literal* What is the moral of this story? (Don’t make plans too far ahead of time. Don’t count your chickens before they are hatched. Take one step at a time.)

Take-Home Material

Mixed Practice ‘o_e’, ‘u_e’

- Students should take home Worksheet 2.3.

Supplemental Materials

- Decodable words:

- | | |
|----------|----------|
| 1. close | 6. stone |
| 2. those | 7. cube |
| 3. use | 8. cute |
| 4. home | 9. globe |
| 5. bone | 10. home |

- Sentences and phrases:

1. cute as can be
2. Excuse me.
3. Stack up the cubes.
4. The rope is knotted.
5. strong fumes
6. The kitten is cute.
7. The dog has a bone.
8. cut off your nose to spite your face
9. the Pope in Rome

- Wiggle Cards:

1. make a cute face
2. smell a rose
3. poke your nose

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average 501–640 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average 521–663 of those words would be completely decodable.
- Students have now reviewed at least one way to write 34 of the 44 sounds in English.
- The spelling 'o_e' can be pronounced /oe/ as in *stone*, /u/ as in *above*, or /oo/ as in *move*.
- The spelling 'u_e' can be pronounced /ue/ as in *cube* or /oo/ as in *tune*.
- *My* is one of the 50 most common words in most samples of written English; in a typical passage of 1,000 words, *my* occurs 1–6 times.
- *By* is one of the 40 most common words in most samples of written English; in a typical passage of 1,000 words, *by* occurs 1–6 times.
- *Have* is one of the 40 most common words in most samples of written English; in a typical passage of 1,000 words, *have* occurs 4–7 times.