

Lesson 6

✓ 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.

- ✓ Read and write words with the following inflectional endings and suffixes: *-ed, -ing* (RF.2.3d)
- ✓ Use both regular and irregular past-, present-, and future-tense verbs orally and in own writing (L.2.1d)
- ✓ Spell and write one-syllable words using the letter-sound correspondences taught in Grade 2, using the Individual Code Chart as needed (L.2.2d)
- ✓ Read the following Tricky Words: *are, were, some* (RF.2.3f)
- ✓ Plan, draft, and edit a narrative retelling of a fiction text, including the title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure (W.2.3)
- ✓ Consult the Individual Code Chart to check spelling (L.2.2e)
- ✓ Use knowledge of the letter-sound correspondences that have been taught to distinguish and correctly read long and short vowels in one-syllable words (RF.2.3a)

At a Glance	Exercise	Materials	Minutes
Spelling	Introduce Spelling Words and Review Family Letter	Worksheet 6.1	15
Tricky Words	Tricky Word Cards	prepared yellow index cards: <i>are, were, some</i>	10
Writing	Fictional Narratives	<i>Bedtime Tales</i> ; Worksheet 6.2; projection system	35
Take-Home Material	Family Letter and Spelling Words	Worksheet 6.1	

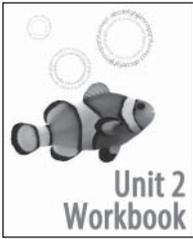
Advance Preparation

You will need to make an enlarged poster size copy of the writing process chart located at the end of this lesson.

Prepare another copy of Worksheet 6.2 for display using your projection system.

Write the following words on yellow index cards: *are, were, and some*.

Introduce Spelling Words and Review Family Letter



Worksheet 6.1

- Tell students again this week, the spelling words are made up of a root word and a suffix; the suffix for this week’s words is *-ing*. They will only be responsible for spelling the word with the suffix *-ing*. However, introduce the words by using both the root word and the ending as you did last week. As you do this, please model for students dropping off the final ‘e’ when the *-ing* suffix is added to a word. Also, model for students the need to double the consonant before adding *-ing* to the word *hop*. The following chart might be useful.

Root Word	-ing Word
smile	smiling
race	racing
hope	hoping
bake	baking
invite	inviting
confuse	confusing
taste	tasting
compete	competing
hop	hopping

- Tricky Word: *were*

Tricky Words

Tricky Word Cards

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*.

- Following your established procedures, introduce the following Tricky Words:

Tricky Word: are

- **Tricky:** one might think the word would be /ae/ /r/, but in fact it is pronounced /ar/.

Tricky Word: were

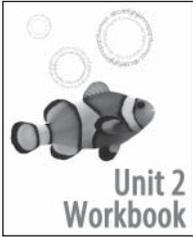
- **Expected:** the letter ‘w’ is pronounced /w/. **Tricky:** the letters ‘e’ ‘r’ ‘e’ are pronounced /er/ (unlike *here*, *there*, and *where*).

Tricky Word: some

- **Expected:** the letter ‘s’ is pronounced /s/ and the letter ‘m’ is pronounced /m/. **Tricky:** the letters ‘o’ ‘e’ are pronounced /u/, not /oe/.
- Place these words on your Tricky Word wall.

Fictional Narratives

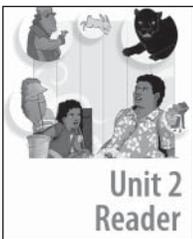
Reviewing the Writing Process



Worksheet 6.2

- Display the writing process chart you prepared prior to this lesson. Keep this chart on display in your classroom for student reference anytime they are writing.
- Read the title on the writing process chart (The Writing Process).
- You may wish to briefly point out the Tricky Word *writing*. Tell students that much like their spelling words this week, *write* is the root word of *writing*.
- Tell students this chart shows the three steps good writers use when they write. Even authors of their favorite books used steps like these when they wrote their books.
- Tell students they are going to use this chart whenever they have writing lessons.
- Point to the *plan* step on the chart. Ask students what the person in the picture is doing. (thinking)
- Explain that before you begin writing, you have to think about the topic you are writing about and brainstorm ideas. This is called planning, or making a plan.
- Point to the *draft* step on the chart. Ask students to identify this picture. (pencil and paper)
- Explain the next part of the process is to start writing down ideas on paper. This is called drafting, or making a draft.
- Point to the *edit* step on the chart. Ask students to identify this picture. (paper and eraser)
- Tell students the last part of the process is to reread the draft and fix any mistakes. This is called editing.
- Review the three steps of the writing process one more time by pointing to each icon and asking students to name the step.

Review of Story Elements



Chapter 2

- Remind students this unit's Reader, *Bedtime Tales*, includes many stories.
- Display the blank planning template Worksheet 6.2 you prepared prior to this lesson.
- Point to the planning template and review the elements of a story—title, characters, setting, and plot.
- You may wish to briefly point out the Tricky Words *title*, *characters*, and *middle*.
- Tell students today they will use this template to retell the story “The Milk.”

Analysis of Elements of a Fictional Story

- Explain to students you will reread “The Milk” aloud and you want them to pay special attention to the title, characters, setting, and beginning, middle, and end of the plot.
- Reread “The Milk” aloud to students.
- While reading the story, draw attention to the difference between narrative text and dialogue. Remind students that dialogue is the part of a story where the characters speak. Remind students that dialogue has quotation marks to set off the exact words a person is saying.
- Ask students to turn to Worksheet 6.2.
- Explain this worksheet is the same as the planning template displayed. Tell students, you will fill in the planning template together as a class.
- Complete the planning template as a class, identifying the title, characters, setting, and plot of “The Milk.”

Note: See sample of completed worksheet after the Code Knowledge page of this lesson.

- While discussing Jane as a character, point out and list some character traits she exhibits. (dreamer, planner, clumsy, farmer)
- As you fill out the setting, make sure students provide some details about the setting. They will need this information when they rewrite tomorrow.
- Remind students a plot can be divided into beginning, middle, and end.
- Tell students they will rewrite the story in the next lesson.

Note: Save the completed planning template for the next lesson.

Please be aware many of the words students use may include spellings that are phonemically, but not dictionary, correct. You should accept the phonemically correct spellings.

Take-Home Material

Family Letter and Spelling Words

- Have students take home Worksheet 6.1 to practice spelling words with a family member.

Supplemental Materials

- Decodable words:

- | | |
|-------------|-------------|
| 1. home | 5. trombone |
| 2. rose | 6. homemade |
| 3. backbone | 7. useful |
| 4. flagpole | 8. bathrobe |

- Sentences and phrases:

- | | |
|----------------------|-------------------------|
| 1. a big nose | 6. Tell me a joke. |
| 2. a red rose | 7. close but not quite |
| 3. Have fun! | 8. a mole in a hole |
| 4. pots on the stove | 9. a king on his throne |
| 5. maps and globes | |

- Wiggle Cards:

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

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average 558–727 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average 568–740 of those words would be completely decodable.
- *Are* is one of the 60 most common words in most samples of written English; in a typical passage of 1,000 words, *are* occurs 2–7 times.
- *Were* is one of the 80 most common words in most samples of written English; in a typical passage of 1,000 words, *were* occurs 2–5 times.
- *Some* is one of the 80 most common words in most samples of written English; in a typical passage of 1,000 words, *some* occurs 2–3 times.

Title:

Characters

Jane
-has dreams
-has big plans

Setting

1. long time ago
2. outside
3. farm/road

Plot

Beginning

Jane puts milk in a bucket to sell.

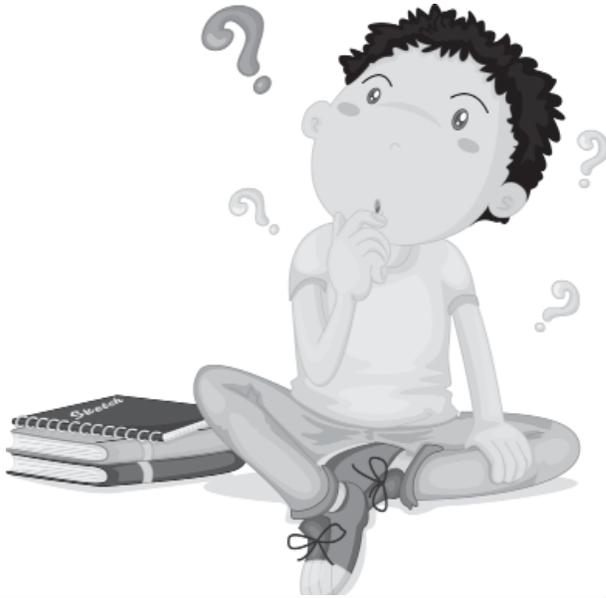
Middle

Jane makes lots of plans to use the cash from selling the milk.

End

Jane spills the milk and doesn't get any cash.
Don't spend your money before you get it.

The Writing Process



PLAN



DRAFT



EDIT