

Lesson 9

Grammar 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.

- ✓ 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)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught, with increased accuracy, appropriate rate, and expression on successive readings (RF.2.4b)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)
- ✓ 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)
- ✓ Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud (RL.2.6)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Quotation Marks	*	5
Grammar	Quotation Marks	Worksheet 9.1	15
Reading Time	Whole Group (Close Reading): “The Hare and the Hedgehog”	<i>Bedtime Tales</i>	20
Small Group	Remediation and Practice	Worksheets 9.2, 9.3	20
Take-Home Material	Spelling Assessment Reminder		

Advance Preparation

Write the following chart on the board or chart paper prior to the lesson:

‘oi’	‘oy’	‘ow’	‘ou’
join	en joy	frowned	house
coins		how	south
			out

Quotation Marks

- Remind students they have been working with a new type of punctuation in Unit 2 called quotation marks.
- Review with students when quotation marks are used:
 - Quotation marks are used to show exactly what a person has said. In the stories in *Bedtime Tales*, the characters often have a conversation, i.e., they talk to one another. This is called *dialogue*. When there is a dialogue between characters in a story, quotation marks are used to show what each person has said.
- Remind students that when practicing dialogue orally, we cup both hands around our mouth to represent where quotation marks would go in a sentence. To demonstrate, say *James said*, then cup both hands around your mouth and say *Let's eat lunch*, then put your hands down. Tell students the quotation marks would go around *Let's eat lunch*.
- Ask students to listen to the sentence you will say to hear where the quotation marks should go. Say the sentence *Jorge said, "I like to sing."* Have students repeat the sentence *Jorge said, "I like to sing."* and cup both hands around their mouths to show where the quotation marks should go.
- Repeat this activity with the sentence *Raj said, "The beach was so hot."*
- After orally reviewing quotation marks, tell students they will now practice marking written dialogue with quotation marks.

Grammar

15 minutes

Quotation Marks



Worksheet 9.1

- Draw a stick figure and speech bubble on the board.
- Use the same format from Lesson 4 (calling on a student, writing her name on the board, asking her a question, writing her answer in the speech bubble, and then rewriting her answer in a sentence) to review quotation marks. This time, however, what the student says will come at the beginning of the sentence.

Note: If available, you may wish to use different colored markers or chalk to write the quotation marks and comma.
- For example, you may write a sentence such as *"I like to play ball," said Juan*.
- Circle the quotation marks, the comma, and the end punctuation, then underline the dialogue.

See Grammar in the Pausing Point for students needing additional help with quotation marks.

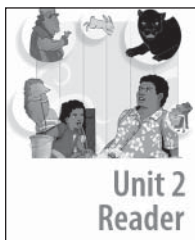
- Remember to point out the comma before the last set of quotation marks. Repeat this review with one more student (calling on a student, writing her name on the board, asking her a question, writing her answer in the speech bubble, and then writing her answer in a sentence).
- Again, circle the quotation marks, the comma, and the end punctuation, then underline the dialogue in order to help students see the pattern.
- Complete Worksheet 9.1 as a class. Have students read the speech bubble and write the words as a complete sentence. Allow students to complete the back of the worksheet independently or with a partner, and encourage students to use the Individual Code Chart to help them with spellings.
- Review the worksheet as a class. Tell students to check carefully to see if they included end punctuation in the appropriate place.

Reading Time

20 minutes

Whole Group (Close Reading): “The Hare and the Hedgehog”

Introducing the Story



Chapter 5

- Tell students today they will read a story where the characters are two animals: a hedgehog and a hare. Write the title of the story on the board and practice reading each word aloud with students. Tell students the following information about hedgehogs and hares.
 - Hedgehogs are small mammals with spines (or spikes) all over their bodies. Hedgehogs have short legs and will roll into a tight ball if they feel they are in danger.
 - Hares are also called jack rabbits; they are bigger than rabbits, however, and build their homes above ground. Hares are very fast.
 - Tell students “The Hare and the Hedgehog” is a trickster tale. Remind students in a trickster tale, one character usually is clever and tricks another character.
- Tell students this story involves a race between the hedgehog, an animal with short legs, and the hare, a very fast animal with long legs. Remind students of the fable they have heard before in Grade 1, “The Tortoise and the Hare” from Listening & Learning.
- Based on the plot of “The Tortoise and the Hare,” ask students to predict what they think will happen in today’s story.
 - In “The Tortoise and the Hare,” the hare takes a nap during the race because he has such a big lead over the tortoise and is certain he will win. The tortoise passes him, however, and wins the race. Based on the plot of “The Tortoise and the Hare,” students may predict the hedgehog will win the race.

Previewing Spellings

- In previous lessons, students reviewed the spellings ‘ou’ and ‘ow’ for /ou/ and ‘oi’ and ‘oy’ for /oi/; these spellings will appear throughout “The Hare and the Hedgehog.” Please review these spellings by referring to the following words from the chart you prepared in advance. Ask students to read them aloud as a class.

Note: To help students see and hear the patterns of the spellings, please present the words in the order they are listed in the box.

For more information on syllable division and chunking, please see Appendix B.

‘oi’	‘oy’	‘ow’	‘ou’
join	en joy	frowned	house
point		how	south
			out

- Review the meaning of *frowned* by asking students to display a frowning facial expression.
- Encourage students to watch carefully for the new spellings they have learned, and to use the Individual Code Chart when reading stories if they need help sounding out words.

Close Reading Lesson for “The Hare and the Hedgehog”

- After students have finished reading “The Hare and the Hedgehog” with their partners, lead students in a close reading of the text by doing the following:
 - asking text dependent questions that require students to draw on evidence from the text;
 - identifying and discussing general academic (Tier 2) vocabulary;
 - discussing sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences; and
 - engaging students in a culminating writing activity that is completed independently, if possible.

Teacher Overview

Main Idea and Key Details: The main idea of the story is that a small creature who is clever can outwit a larger creature who is normally likely to triumph. Some may say this shows wits can outmatch brawn. Key details of the text include the much smaller, slower hedgehog grows weary of the constant boasting by the larger, faster hare. The hedgehog hatches a plan to outwit the hare engaging the help of his wife who is at first reluctant to believe the plan may work.

Synopsis: The story “The Hare and the Hedgehog” is a retelling of the Aesop fable “The Tortoise and the Hare” It is the basis for teaching or reviewing the fable genre.

Lesson

Text from Student Reader	Vocabulary Instruction	Text Dependent Questions	Responses
<ul style="list-style-type: none"> The text of the Student Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading. 	<ul style="list-style-type: none"> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. 	<ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. Begin with a “winnable” question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence, or paragraph. 	<ul style="list-style-type: none"> Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text.
<p>Page 34</p> <p>Mike and his dad sat on the bed.</p> <p>“Did you like the tale of The Jumping Frog?” Mike’s dad asked. “Yes,” said Mike. “I liked how Pete tricked Jim by feeding his frog the limes!”</p> <p>“Then I think you will like this next tale as well. It involves a trick, too. The name of this one is <i>The Hare and the Hedgehog</i>.”</p> <p>“What’s a hare?” “It’s like a rabbit.” “OK. Tell it!”</p>	<p>Hedgehog (Page 34) – a small animal covered with spikes</p> <p>Hare (Page 34) – a large type of rabbit; Additionally point out to students the homophone <i>hair</i> which means the covering on top of a human’s head. Remind students they learned another homophone pair <i>tail/tale</i> in the story “The Milk”.</p>		
<p>Page 36</p> <p>Once there was a hare who was proud of his speed. He liked to brag. “I’m so fast!” he said. “I am the fastest! No one is as fast as me!”</p>	<p>Bragging (Page 36) – to tell about one’s strengths so much as to become annoying</p>	<p>What did the hare like to brag about?</p>	<p>The hare liked to brag about his speed.</p>
<p>Page 36</p> <p>Well, the hedgehog got sick of all this bragging.</p> <p>He set himself to thinking how he could trick the hare and get him to stop bragging all the time. The hedgehog made a plan. He went to the hare and said, “Let’s race!”</p>	<p>Got sick of (Page 36) – tired of listening</p>	<p>Why did the hedgehog want to race the hare?</p>	<p>The hedgehog wanted to race the hare because he had become tired of hearing the hare brag about his ability to be so very, very fast.</p>

Lesson

Text from Student Reader	Vocabulary Instruction	Text Dependent Questions	Responses
<ul style="list-style-type: none"> The text of the Student Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading. 	<ul style="list-style-type: none"> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. 	<ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. Begin with a “winnable” question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence, or paragraph. 	<ul style="list-style-type: none"> Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text.
<p>Page 38</p> <p>The hare smiled. “You and I?” he said. “Is this a joke?”</p>		<p>Reread this sentence: The hare smiled, “You and I?” he said. “Is this a joke?” Why does the hare think the hedgehog is joking?</p>	<p>The hare is implying that an animal with short little legs, who is not known for his speed, couldn’t possibly win a race with him. The hare thinks the hedgehog is joking and couldn’t be seriously challenging him to a race.</p>
<p>Page 38</p> <p>“What would be the point? Those legs of yours are like stumps.”</p>	<p>Stumps (Page 38) – the short part left in the ground after a tree is cut down</p>	<p>Why does the hare compare the hedgehog’s legs to stumps?</p>	<p>The hedgehog’s legs are short because the hare says they are like stumps. Stumps are the short parts of trees left behind after trees are cut down.</p>
<p>It must take you from sunrise until sundown to hike a mile!”</p> <p>“Will you join me in a race?” said the hedgehog.</p> <p>“I will join you!” said the hare.</p>	<p>“It must take you from sunrise to sundown to hike a mile!” (Page 38) – unkind expression to denote extreme slowness</p>	<p>What part of the day do we experience sunrise?</p> <p>What part of the day do we experience sunset or sundown? So how long does the hare suggest it will take the hedgehog to hike a mile?</p>	<p>Morning</p> <p>Nighttime</p> <p>The hare suggests it will take the hedgehog from morning to night to hike a mile.</p>
<p>“Good,” said the hedgehog.</p> <p>“We will race south from this fence up to the house on the hill. But I can’t race till I have my lunch. I’ll be back at one.”</p>	<p>South (Page 38) – one of the four cardinal directions</p>		
<p>Page 40</p> <p>Then the hedgehog went home and spoke to his wife.</p> <p>“Wife,” he said, “at one I will run a race with the hare.”</p> <p>“What?” said his wife. She frowned and asked, “Are you out of your wits? He’s so fast! You can’t hope to win a race with him.” “Trust me,” said the hedgehog. “I have a plan.”</p>	<p>“Are you out of your wits?” (Page 40) – unkind expression that means something like “Your idea is crazy. Are you using your brain to think hard about this?”</p>	<p>How does the hedgehog’s wife feel about his plan?</p>	<p>The hedgehog’s wife is not sure about the success of the plan. Her doubts are: “Are you out of your wits? He’s so fast! You can’t hope to win a race with him.”</p>
		<p>Who are the characters in the story?</p>	<p>There are three characters in this story: the hare, hedgehog and the hedgehog’s wife.</p>

Lesson			
Text from Student Reader	Vocabulary Instruction	Text Dependent Questions	Responses
<ul style="list-style-type: none"> The text of the Student Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading. 	<ul style="list-style-type: none"> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. 	<ul style="list-style-type: none"> After any targeted vocabulary has been defined and/or discussed, ask the text-based questions. Begin with a “winnable” question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence, or paragraph. 	<ul style="list-style-type: none"> Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text.
<p>Page 42</p> <p>“What’s his plan?” asked Mike.</p> <p>“I will tell you next time,” said his dad.</p> <p>“Well, rats!” said Mike. “It was just getting good! I wish you could just tell me now.”</p> <p>“Next time,” said his dad.</p>		<p>Turn and Tell: Describe the plot of this story to your partner.</p>	<p>General outline of answers should include:</p> <p>The hedgehog got tired of the hare bragging. The hedgehog hatched a plan to fool the hare. The hare accepted the hedgehog’s challenge. The hedgehog engaged the help of his wife to succeed.</p>

Wrap-up

- Ask students to turn to Worksheet 9.3; answer the questions and write three or four sentences describing the plot of this story.

Small Group

20 minutes

Remediation and Practice



Worksheets 9.2, 9.3

While working with students in small groups, please remember to choose activities fitting the needs of students at this time.

✪ **Small Group 1:** Consider using one of the following suggestions or select another appropriate activity:

- You may wish to review the vowel sounds covered in Unit 2 using Worksheet 9.2.
- You may refer to the *Assessment and Remediation Guide*, as well as the Pausing Point, for other materials.
- You may also listen to students reread “The Hare and the Hedgehog,” recording anecdotal notes about their reading performance.

If some student pairs finish early, they may illustrate one of the words or phrases from the Supplemental Materials section. You should write several of these words or phrases on the board or chart paper prior to starting small group work.

- **Small Group 2:** Students may complete the story comprehension Worksheet 9.3. Point out students are to record the page number where they found their answers. They may also reread previous stories with partners. Remind students to use the Individual Code Chart when reading and writing. You may also wish to assign an alternate practice activity to students.

Take-Home Material

Spelling Assessment Reminder

- Although there are no materials for students to take home tonight, remind students of tomorrow's spelling assessment.

Supplemental Materials

- Decodable words:

- | | | | |
|------------|----------|----------|-----------|
| 1. beehive | 5. leave | 9. teach | 13. meal |
| 2. bean | 6. mean | 10. pea | 14. eve |
| 3. eat | 7. sea | 11. read | 15. theme |
| 4. each | 8. seat | 12. tea | 16. these |

- Decodable homophones:

1. aloud/allowed

- Phrases and sentences:

- | | |
|------------------------------|-----------------------|
| 1. feeling fine | 5. drag your feet |
| 2. feeding the sheep | 6. ten-speed bike |
| 3. by the skin of your teeth | 7. Keep your chin up! |
| 4. black sheep | |

- Wiggle Cards:

- | | |
|----------------------|------------------|
| 1. sweep up a mess | 3. sit in a seat |
| 2. tug on one sleeve | |