

Lesson 16

Spelling Alternatives

✓ Objectives

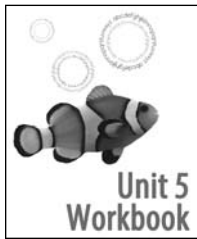
The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ 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)
- ✓ 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)
- ✓ Read and write words with the inflectional suffix *-tion* (RF.2.3d)
- ✓ Read and write words with the following letter-sound correspondences: 'a' > /ə/ (*about*), 'e' > /ə/ (*debate*) (RF.2.3e)
- ✓ Read the following Tricky Word: *edge* (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)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)
- ✓ Use sentence-level context as a clue to the meaning of a word or phrase (L.2.4a)

At a Glance	Exercise	Materials	Minutes
Spelling	Introduce Spelling Words	spelling words on index cards; tape; Worksheet 16.1	15
The /sh/ + /ə/ + /n/ Sound and Its Spellings	Review	schwa Spelling Tree	5
	Fill in the Blank	Worksheet 16.2	15
Reading Time	Close Reading: "The Fearsome Beast"	<i>Sir Gus</i> ; Worksheet 16.3	25
Take-Home Material	Spelling Letter	Worksheet 16.1	*

Advance Preparation

You will practice alphabetizing words today. Many of the spelling words for this week, however, begin with the same letters, and thus far you have taught students how to alphabetize words based on just the first letter. (Later in Grade 2, students will learn how to alphabetize to the second letter.) For this reason, you will only write some of the spelling words on index cards for today. Write the following words on index cards: *yelled, myth, symbol, cry, frying, lying, edge*.



Worksheet 16.1

Introduce Spelling Words

- Tell students that their spelling words for this week have the tricky spelling 'y'. Have students look at their Individual Code Charts. Ask them to tell you the four sounds 'y' represents (/ee/, /i/, /ie/, /y/) and give an example word for each.
- Have students take out Worksheet 16.1 and look at their spelling words while you read them aloud. After each word, have students tell you which sound the spelling 'y' represents.

1. yelled	6. symbol	11. yawn
2. yarn	7. system	12. sticky
3. yellow	8. cry	13. lying
4. yes	9. frying	14. energy
5. myth	10. satisfy	Tricky Word: edge

- Write the word *gem* on the board. Ask students how they would pronounce *gem*. Circle the 'dge' and remind them that this is pronounced /j/. Now write the Tricky Word *edge* on the board. Tell students that they might try to pronounce this word /e/ /d/ /g/ or /e/ /d/ /g/ /ee/. In fact, this word is pronounced /e/ /j/.
- Tape the selected spelling words to the board in random order, reading them aloud as you go.
- Hold up the word cards for *edge* and *myth*. Ask students, "Which letter comes first in the alphabet, 'e' or 'm'?"
- Tape the word card for *edge* on the board when students answer 'e'. (You are not matching the letter with the alphabet strip.) Tape the word card for *myth* underneath *edge* on the board, leaving space between the cards.
- Hold up the word cards for *cry* and *frying*. Ask students, "Which letter comes first in the alphabet, 'c' or 'f'?"
- When students say 'c', tape the word card for *cry* on the board above *edge* and the word card for *frying* underneath *edge*, leaving space between the cards.
- Slowly sing the alphabet song, stopping and pointing to the first letter in each word card when you sing the matching letter: "A B C (point to 'c' in *cry*) D E (point to 'e' in *edge*) F (point to 'f' in *frying*) G H I J K L M (point to 'm' in *myth*) ..."
- Continue through the rest of the word cards.

The /sh/ + /ə/ + /n/ Sound and Its Spellings

20 minutes

Review

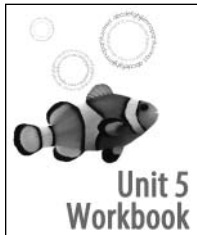
5 minutes

See the Pausing Point for additional materials and resources for the 'tion' spelling.

- Tell students they have learned many spellings for the /ə/ sound. Point to the /ə/ Tree(s) and branches, and read the spellings aloud.
- Have students read the leaves with the 'tion' spelling.

Fill in the Blank

15 minutes



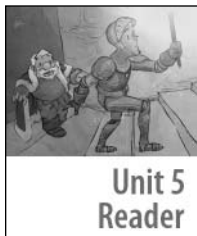
Worksheet 16.2

- Have students open to Worksheet 16.2. Students will now practice the spellings they have learned in Unit 5.
- Read the words aloud from the word box as a class, circling the spellings as you go.
- Tell students that there are eight words in each box, but only six sentences. This means words will be left over. Ask students to complete this worksheet independently.

Reading Time

25 minutes

Close Reading: "The Fearsome Beast"



Chapter 9:
"The Fearsome Beast"



Worksheet 16.3

- Have students partner-read "The Fearsome Beast."
- After students have finished reading "The Fearsome Beast" 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 completed independently, if possible.
- There are many ways for students to respond to the questions you present, and you may want to change the way in which you ask for students' responses in each lesson, or even during the lesson, to improve student engagement. Here are some suggestions:
 - Have students work as partners. Following each question, direct students to consult with their partner about the correct response, before one student then raises his/her hand to respond.
 - Have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response, before one student then raises his/her hand to respond.
 - Following a question, ask all students to provide a written response, before asking an individual student to respond orally.

Teacher Overview

Main Idea and Key Details: The main idea of “The Fearsome Beast” is that Sir Gus starts out on the journey to find the fearsome beast. Key details of the text include: Sir Gus doesn’t know which way to go. Sir Gus gets kidnapped by a group of bandits. The fearsome beast sneaks up on the bandits as they sleep. Sir Gus stands up and by accident blinds the beast with the sun’s reflection from his armor. The beast falls into the swamp and dies. Sir Gus is rescued from his bindings by a hunter and makes his way back to the kingdom. Once again he is hailed as a hero.

Synopsis: The story “The Fearsome Beast” is about another threat to King Alfred’s kingdom and Sir Gus’s accidental rescue of everyone in the kingdom.

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 76</p> <p>The next morning, long after everyone else had eaten their morning meal, Sir Gus awoke, much rested but not eager to set off. He yawned. He stretched. He took a bath. He had lunch. At last, he mounted his horse. But he soon faced another problem: he could not tell which way was east.</p> <p>Sir Gus could seldom tell which way to travel. He rarely saw the morning sun, so he did not know that it rose in the east. But knowing that he did indeed need to begin, he sniffed the afternoon air, flipped a coin, and rode north.</p> <p>Sir Gus rode north into the Woods of Doom. He rode for a week. The days got shorter and colder. Sir Gus did not know why.</p> <p>Another thing Sir Gus did not know was that the Woods of Doom were very dangerous. So he was not prepared when, from out of nowhere, there appeared a band of armed men. The men were bandits. They grabbed Sir Gus and tied him up.</p>	<p>not eager—not wanting to do something</p> <p>seldom—not very often</p> <p>armed—having a weapon</p>	<p>Using the adjectives in the text and the illustration, describe Sir Gus.</p> <p>Would you say that Sir Gus is a “morning person”—someone who wakes up without difficulty in the morning? Find evidence in the text.</p>	<p>Answers may vary but should include adjectives from this selection as well as previous selections.</p> <p>Sir Gus is not a “morning person.” In this selection, Sir Gus yawned, stretched and was not eager to set off. He seemed to have difficulty starting his day. The text also says that Sir Gus rarely saw the morning sun, so we can infer that he is probably not a “morning person.”</p>

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<p>Page 78</p> <p>The bandits bundled Sir Gus into the back of a wagon. Then, with much speed, they began to travel southeast.</p> <p>About a week later, the bandits arrived at the Bleak Forest of the East. There, not far from the Dark Dismal Swamp, they made camp. The bandits had some dinner and went to sleep.</p> <p>The next morning, while the bandits were still sleeping, something deep inside the forest began to creep closer to their camp. It was the fearsome beast. It had eyes of red flame. It had claws that could shred the hardest stone. It shot fiery flames that could melt metal. And it was going to pounce on the sleeping men.</p> <p>Sir Gus had relaxed for the better part of a week as he bumped along in the wagon. He was feeling well rested. So, in spite of the fact that it was morning, and in spite of the fact that his arms were tied, he decided to try to get up.</p>	<p>bundled—tied up like a package</p> <p>dismal—sad and scary</p> <p>made camp—created a place on the ground to sleep</p> <p>fearsome—very scary</p> <p>creep—to move along at a slow pace</p> <p>pounce—to jump upon something quickly</p> <p>better part—an expression of time passing</p> <p>in spite of—without being affected</p>	<p>Using the adjectives in the text on this page and some of your own, describe how Sir Gus looked “bundled” up.</p>	<p>Acceptable answers should include that his arms are tied up and other details may be added.</p>

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<p>Page 80</p> <p>After a long struggle, Gus was able to stand up in the wagon. Just as he stood up, the fearsome beast grunted and charged in to attack. Sir Gus spun around as best he could to see what had made the sound. The bright morning sun shone on his shiny helmet. The sunlight bounced off his helmet and shone on the fearsome beast.</p> <p>The flash of sunlight shone in the eyes of the fearsome beast and blinded it. The beast screamed and ran away. But it could not see. It ran into the Dark Dismal Swamp and sank in the deep mud.</p> <p>The bandits, having woken with a start, fled as well. They scrambled into the wagon and drove away as quickly as they could. As they drove off, Gus fell out of the wagon. He landed on the ground with a thud.</p>	<p>struggle—to make a big effort to do something</p> <p>spun—turned quickly</p> <p>shone—past tense of <i>shine</i></p> <p>woken with a start—having woken up quickly, being frightened</p> <p>fled—having run away</p>	<p>Have students move to the floor area of the classroom and demonstrate the movement Sir Gus would have made as he tried to stand and then as he spun around.</p> <p>Then have students mime the movements of the fearsome beast as it is blinded and runs off to become trapped in the mud, sinking to its death.</p>	<p>Both movement activities should be based on the adjectives in the text. As the teacher, you might read, “After a long struggle ...” Pause and have students struggle on the floor. Then read, “Just as he stood up ...” Have students stand up, and so on through the rest of the page.</p>

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<p>Page 82</p> <p>Sir Gus the Utterly Fearless lay on the ground for two days, unable to get up. At last a hunter spotted him and untied him.</p> <p>Sir Gus thanked the hunter. Then he made his way back to the king’s palace on foot.</p> <p>When he arrived, the king was just sitting down for his dinner. Sir Gus knelt and spoke to him.</p> <p>“Your majesty,” he said, “I am happy to report that the fearsome beast lies at the bottom of the Dark Dismal Swamp.”</p> <p>“Well done, Sir Gus!” said the king. “Well done!”</p> <p>The king called all his knights to a meeting.</p> <p>“Sir Gus has killed the fearsome beast and tossed its carcass into the Dark Dismal Swamp,” the king announced. “Thanks to his brave actions, the kingdom is safe. You may all go home.”</p>	<p>on foot—walking along, not on horseback</p> <p>carcass—the body of a dead animal</p>	<p>King Alfred tells all the knights: “Sir Gus has killed the fearsome beast and tossed its carcass into the Dark Dismal Swamp.” Is that really what happened?</p>	<p>Sir Gus does not correct the king. Sir Gus is lying by omission by not telling the king what actually happened.</p>
		<p>Turn and Tell: Sir Gus has earned his reputation built on misunderstandings. How does this add to the humor of the stories?</p>	

Wrap-Up

- If time permits, ask students to complete Worksheet 16.3.

Take-Home Material

Spelling Letter

- Have students take home Worksheet 16.1. Remind students that they should practice their spelling words each night.