

Lesson 18

Writing

✓ 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 following inflectional ending: *-ed* (RF.2.3d)
- ✓ Read and write words with the following letter-sound correspondences: 'a' > /ə/ (*about*), 'e' > /ə/ (*debate*) (RF.2.3e)
- ✓ 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)
- ✓ Plan, draft, and edit a narrative retelling of a fiction text, creating a new ending for the story (W.2.3)
- ✓ With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing (W.2.5)
- ✓ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking verbs in present or past tense (L.2.1)
- ✓ Use collective nouns (e.g., *group*) (L.2.1a)
- ✓ Form and use irregular plural nouns orally and in own writing (L.2.1b)
- ✓ Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*) (L.2.1d)
- ✓ Use adjectives appropriately orally and in own writing (L.2.1e)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Review of Present and Past Tense of Verbs	Wiggle Cards	10
Writing	Different Endings for Stories	Worksheets 18.1, 18.2	25
Reading Time	Partner Reading: "The King's Birthday"	<i>Sir Gus</i> ; Worksheet 18.3	25
Take-Home Material	"The King's Birthday"	Worksheet 18.4	*

Advance Preparation

Choose several Wiggle Cards with a clear action verb for the Warm-Up activity.

Warm-Up

10 minutes

Review of Present and Past Tense of Verbs

- Remind students that there are two types of verbs they have learned. Ask students to identify the names of these verbs (action and *to be*). Remind students that an action verb shows what someone is doing, like *sleep* or *swim*, and *to be* verbs include *are*, *am*, and *is* in the present tense, and *was* and *were* in the past tense.
- Tell students that today they will review just the present and past tense of action verbs.
- Hold up a Wiggle Card and ask the class to read the card and perform the action. Ask a student to tell you the verb on the card. Ask students if this is present or past tense.

Note: All of the Wiggle Cards are present tense, but the goal is to have students practice identifying whether they are past or present tense.

- Next ask a student to use the Wiggle Card in a complete sentence in the present tense. Remind students that a complete sentence has both a predicate and a subject.
- Then ask another student to tell you the past tense form of the same verb and use it in a complete sentence.

Writing

25 minutes

Different Endings for Stories



Worksheets 18.1, 18.2

- Tell students that in the last lesson they practiced changing the ending of a story. Today they will work with a partner to plan a different ending to another story.
- Have students take out Worksheet 18.1. Tell students this is only part of the story “Fire!” Remind students that in this story, Sir Gus is going to fight a troll who is living in a cave. Read Worksheet 18.1 as a class.
- Ask students, “How did the story ‘Fire!’ end after this?” (Sir Gus fainted because he was so scared, his torch lit the ground and cave on fire, the troll ran away to escape the fire, and all of the knights thought Sir Gus had been brave.)
- Pair students with partners and ask them to brainstorm “What if?” questions with their partners.
- Brainstorm one “What if?” question as a class. Briefly discuss how this question could lead to a new ending.

- Encourage students to try to come up with at least five “What if?” questions with their partners. Tell students after they record their “What if?” questions on Worksheet 18.2, they should select one question to use to help write their new ending to “Fire!”
- Give students 15 minutes to brainstorm and record their ideas. Circulate around the room to help students think about how their “What if?” questions could lead to a new ending.
- If time permits, ask students to share their chosen “What if?” question with the class.
- Tell students that tomorrow they will rewrite the ending to “Fire!” with their partners.

Reading Time

25 minutes

Partner Reading: “The King’s Birthday”

Introducing the Story

- Tell students that today they will read about the beginning of King Alfred’s birthday party with a partner. Remind students of the partner reading process. Also remind students to use the Individual Code Chart to help sound out words and to ask their partners questions when they encounter confusing parts in the story.

Previewing the Spellings

- Preview the following spellings before reading today’s story.

‘a’ > /ə/	‘ou’ > /u/	‘le’ > /ə/ + /l/	‘o’ > /u/
roy al	ner vous	can dles	com ing
a mazed			months
I van			won der ful
a ttend			
thou sand			

Previewing the Vocabulary

- Preview the following vocabulary before reading today’s story.

1. **feast**—a large meal served for many guests
2. **joust**—a competition between two knights on horseback who try to knock each other off with their lances
3. **sire**—a respectful title used to address kings in medieval times
4. **boasted**—bragged



Chapter 10: “The King’s Birthday”



Worksheet 18.3

Purpose for Reading

- Tell students that they should read today's story to find out what will take place at King Alfred's birthday party.

Wrap-Up

- Ask students if there were any parts of the story they did not understand, and if they asked their partners questions.
- Ask students to summarize the story. Remind students that a summary involves a brief description of the main characters and events of the story.
- Complete Worksheet 18.3 as a class.

Take-Home Material

"The King's Birthday"

- Have students take home Worksheet 18.4 and read the story with a family member.