

# Lesson 6

## Reading Spelling

### ✓ 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 nonfiction/informational text read independently (RI.2.1)
- ✓ Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with a nonfiction/informational text read independently, and explain how these graphics clarify the meaning of the text (RI.2.7)
- ✓ Read independently and demonstrate understanding of nonfiction/informational text in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range (RI.2.10)
- ✓ 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)
- ✓ Read and write words spelled with the following vowel teams: long vowel sounds: 'ai', 'ay' > /ae/, 'ea', 'ey', 'ee' > /ee/; 'oe', 'ow' > /oe/; 'ie', 'igh' > /ie/; short vowel sounds: 'ou', 'o\_e' > /u/; 'ea' > /e/; other vowel sounds: 'oi', 'oy' > /oi/; 'aw', 'au', 'augh', 'al' > /aw/; 'ow' > /ou/; r-controlled vowel sounds: 'er' > /er/, 'or' > /or/, 'ar' > /ar/ (RF.2.3b)
- ✓ Decode two-syllable words with any combination of the following syllable types: closed syllables, magic –e syllables, vowel digraph syllables, r-controlled syllables, open syllables, and consonant –le syllables (RF.2.3c)
- ✓ Read and write words with the following letter-sound correspondences: 'a' as /a/ (*hat*), /ae/ (*paper*), /ə/ (*about*), or /o/ (*water*); 'i' as /i/ (*hit*), /ie/ (*item*), or /ee/ (*ski*); 'e' as /e/ (*pet*), /ee/ (*me*), or /ə/ (*debate*); 'u' as /ue/ (*unit*) or /u/ (*but*); 'y' as /y/ (*yes*), /ie/ (*try*), /i/ (*myth*), or /ee/ (*funny*); 'ir' (*bird*), 'ur' (*hurt*), or 'er' (*her*) as /er/; 'ar' > /ar/ (*car*) or /or/ (*war*); 'al' > /ə/ + /l/ (*animal*) or /aw/ (*wall*); 'il' > /ə/ + /l/ (*pencil*); 'ul' > /ə/ + /l/ (*awful*); 'el' > /ə/ + /l/ (*travel*); 'le' > /ə/ + /l/ (*apple*); 'tion' > /sh/ + /ə/ + /n/; 'ph' > /f/ (*phone*); 'ch' > /k/ (*school*); 'al' > /aw/ (*wall*) (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)
- ✓ 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)

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b>Reading Time</b>	<b>Partner Reading: “Trouble with the British”</b>	<i>The War of 1812</i> ; Worksheet 6.1	30
<b>Spelling</b>	<b>Introduce Spelling Words</b>	Worksheet 6.2	20
<b>Today’s Spellings</b>	<b>Board Sort</b>	board; prepared word cards; tape	10
<b>Take-Home Material</b>	<b>Family Letter; “Trouble with the British”; Alphabetize Words; <i>The War of 1812</i> Glossary</b>	Worksheets 6.2–6.4 and PP21	*

### **Advance Preparation**

Prior to this lesson, write the following spelling words on index cards, and have paper clips handy for folding the cards.

- |               |               |
|---------------|---------------|
| 1. after      | 11. hamburger |
| 2. barber     | 12. turtle    |
| 3. camera     | 13. marker    |
| 4. difference | 14. parcel    |
| 5. birthday   | 15. ramparts  |
| 6. swirling   | 16. safari    |
| 7. thirteen   | 17. informer  |
| 8. chirping   | 18. organize  |
| 9. burden     | 19. perform   |
| 10. furnace   |               |

**Tricky Word:** war

Also prepare the following word cards for board sorting.

- |          |            |               |             |
|----------|------------|---------------|-------------|
| 1. meat  | 12. beam   | 23. each      | 34. threat  |
| 2. leave | 13. beaver | 24. easy      | 35. deaf    |
| 3. flea  | 14. leaf   | 25. bread     | 36. feather |
| 4. feast | 15. neat   | 26. breakfast | 37. health  |
| 5. peach | 16. reach  | 27. breath    | 38. heaven  |
| 6. beach | 17. east   | 28. dead      | 39. spread  |
| 7. bead  | 18. cheap  | 29. weather   | 40. ready   |
| 8. beak  | 19. clean  | 30. jealous   | 41. sweat   |
| 9. beat  | 20. cream  | 31. weapon    | 42. sweater |
| 10. heat | 21. deal   | 32. tread     | 43. leather |
| 11. heal | 22. dream  | 33. thread    | 44. meadow  |

## Partner Reading: "Trouble with the British"



Worksheet 6.1

- Tell students that today they will reread Chapter 1, "Trouble with the British" with a partner.
- Direct students' attention to the notes you recorded during the previous lesson. Read through the notes with students to review what they read during the previous lesson.
- Take the time to answer any questions that students may have about the chapter.
- Assign partners.
- Ask students to read the chapter with their partner, taking turns reading each page. Students may ask their partners questions about the chapter and discuss what they read.
- Tell students that when they finish reading, they should complete Worksheet 6.1.

### Wrap-Up

- When students have finished reading and completed Worksheet 6.1, call them back together as a class.
- Review Worksheet 6.1 as a class to promote a discussion of the chapter.

# Spelling

## Introduce Spelling Words



Worksheet 6.2

- Tell students that this week's spelling words all include r-controlled vowels. Introduce each spelling word by asking students to read the word on the index card, and to indicate the r-controlled spelling in the word and the sound it stands for (bolded letters in the following box). Ask students to use each word in an oral sentence to be sure they understand the meaning of each word. Then tape each word to the board randomly.

- |               |                         |
|---------------|-------------------------|
| 1. after      | 11. hamburger           |
| 2. barber     | 12. turtle              |
| 3. camera     | 13. marker              |
| 4. difference | 14. parcel              |
| 5. birthday   | 15. ramparts            |
| 6. swirling   | 16. safari              |
| 7. thirteen   | 17. informer            |
| 8. chirping   | 18. organize            |
| 9. burden     | 19. perform             |
| 10. furnace   | <b>Tricky Word: war</b> |

- Tell students that you will now put the words in alphabetical order. Fold over the cards and paper clip them so that just the first letter shows.
- Ask students: “Do you see any words that begin with ‘a’? Yes, I have two words that begin with ‘a’. I will fold the cards over so that I can see the second letter just like we did last week. Now I see that ‘c’ comes before ‘f’, so I will put *acorn* first, followed by *after*.”
- Continue in this way through the cards.
- Unfold the cards and read the words aloud with students.
- Tell students that the words are now in alphabetical order.

- |               |              |
|---------------|--------------|
| 1. after      | 11. marker   |
| 2. barber     | 12. organize |
| 3. birthday   | 13. parcel   |
| 4. burden     | 14. perform  |
| 5. camera     | 15. ramparts |
| 6. chirping   | 16. safari   |
| 7. difference | 17. swirling |
| 8. furnace    | 18. thirteen |
| 9. hamburger  | 19. turtle   |
| 10. informer  | 20. war      |

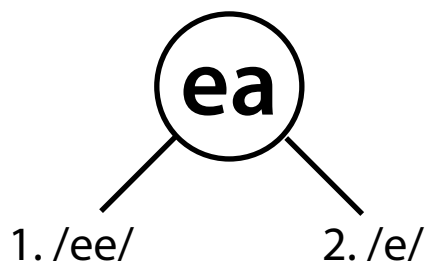
- Tell students the words will remain on display until the assessment so that they may refer to them during the week.
- Tell students they will take home Worksheet 6.2 to share with a family member.

## Today's Spellings

10 minutes

### Board Sort

- Remind students that earlier in this unit, they learned a new sound for the ‘ea’ spelling, /e/ as in *head*.
- Write ‘ea’ on the board, and make two headers underneath: /ee/ and /e/.



- Shuffle and then flash the prepared cards one at a time to students, having them read the cards aloud as a group.
- Distribute the cards to students either individually or in small groups.
- Have each student or small group read the card(s) to the class and tape it under the correct header on the board.

## ***Take-Home Material***

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### **Family Letter; “Trouble with the British”; Alphabetize Words; *The War of 1812* Glossary**

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- Have students take home Worksheet 6.2 to share with a family member, Worksheet 6.3 to read to a family member, Worksheet 6.4 to complete, and Worksheet PP21 to use as a reference during this unit.