

# Lesson 18

## Reading

### ✓ Objectives

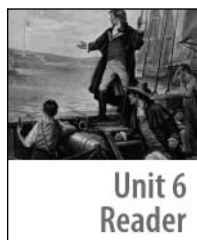
The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ 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 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)
- ✓ 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)
- ✓ Use and expand complete simple and compound sentences orally and in own writing (L.2.1f)

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Reading Time</b>	<b>Small Group: “The Burning of Washington, D.C.”</b>	<i>The War of 1812</i> ; Worksheet 18.1	30
<b>Grammar</b>	<b>Building Sentences</b>	board or chart paper; Worksheet 18.2	30

### Advance Preparation

As in the previous lesson, prepare the board or chart paper with the headings: “What?”, “Where?”, “How?”, and “Why?”.



Chapter 6



Worksheet 18.1

## Small Group: "The Burning of Washington, D.C."

### Re-Introducing the Chapter

- Tell students that today, they will reread "The Burning of Washington, D.C." in small groups.

### Reviewing the Vocabulary

- You may wish to review the vocabulary before rereading this chapter.

### Purpose for Reading

- ✪ **Small Group 1:** Ask these students to come to the reading table and read the chapter with you. This is an excellent time for you to make notes in your anecdotal records. When students have finished reading, have them complete Worksheet 18.1 as a group, using the Reader as a guide.
- ✪ **Small Group 2:** Ask these students to read the chapter independently and complete Worksheet 18.1 as they read. Remind students that the bolded words in the chapter are found in the glossary and match the words you reviewed. Some words may appear in different forms in the chapter.

### Wrap-Up

- Call students back together as a class, and go over the correct answers to Worksheet 18.1.

# Grammar



Worksheet 18.2

## Building Sentences

- Remind students that when they write, they should strive to make their writing interesting. Tell students that one way that they can do this is by adding words to simple sentences.
- Write the following sentence on the board or chart paper: *The snake slithered.* Point out that *The snake slithered.* is a very simple sentence.
- Ask students to identify the subject and the predicate in this sentence; underline the subject *snake* with a single line and the predicate *slithered* with a double line.
- Ask students, "What did the snake look like?" Record students' answers under the heading "What?"
- Have students choose one of the responses you recorded. Use it to write a revised sentence (e.g., *The fat, blue snake slithered.*). Point out that you added something to the subject of this sentence.
- Ask students, "Where was the snake going?" Record students' answers under the heading "Where?"

- Have students choose one of the responses you recorded. Use it to write a revised sentence (e.g., *The fat, blue snake slithered home.*). Point out that you added something to the predicate of this sentence.
- Ask students, “How did the snake slither?” Record students’ answers under the heading “How?”.
- Have students choose one of the responses you recorded. Use it to write a revised sentence (e.g., *The fat, blue snake slowly slithered home.*). Point out that you added something to the predicate of this sentence.
- Ask students, “Why did the snake start slithering?” Record students’ answers under the heading “Why?”.
- Have students choose one of the responses you recorded. Use it to write a revised sentence (e.g., *The fat, blue snake slowly slithered home to get some rest.*). Point out that you added something to the predicate of this sentence.
- Have students tear out Worksheet 18.2. Tell students to expand the sentence again, this time using different answers than those you just recorded.