

Unit 6

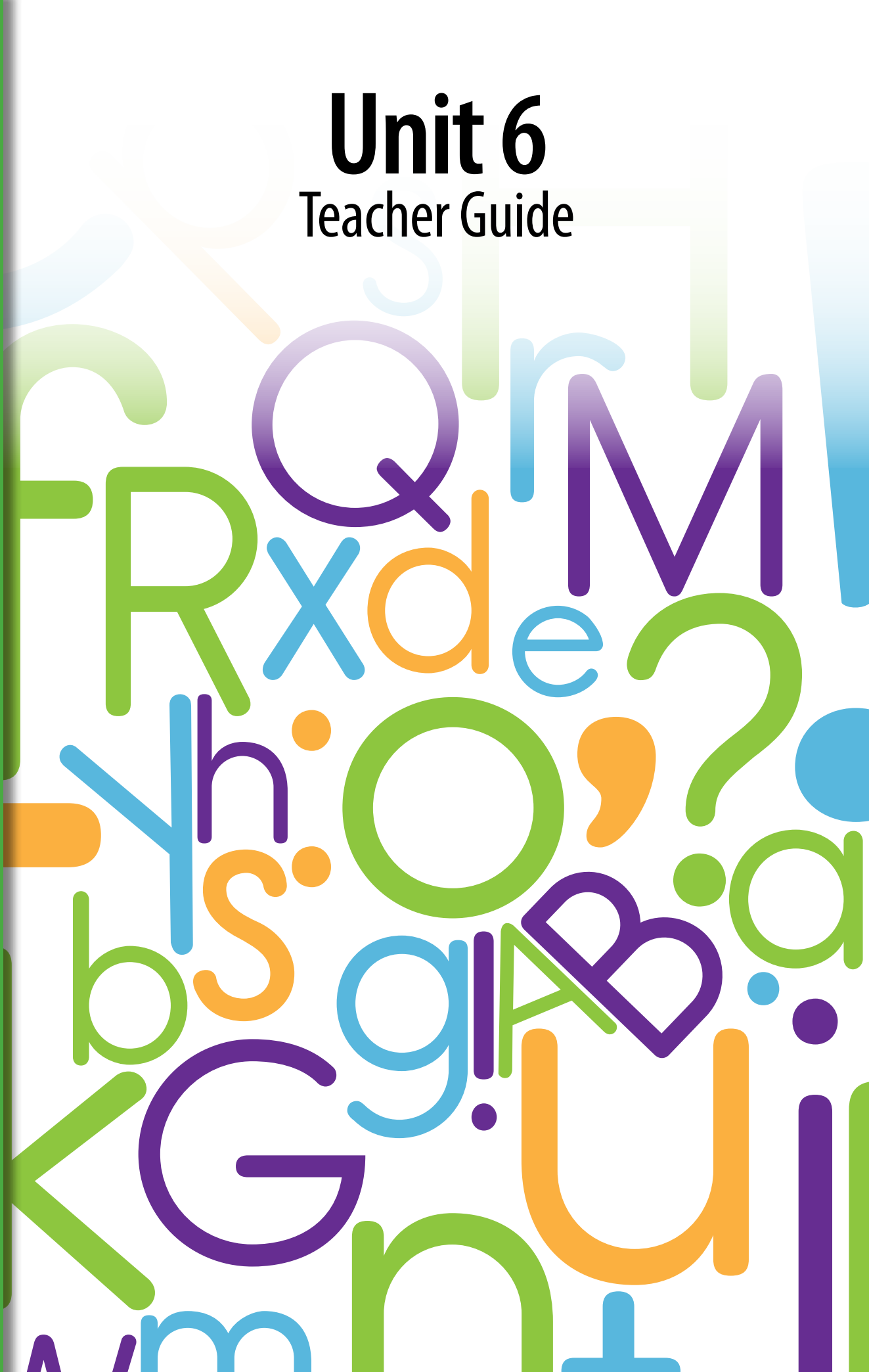
Teacher Guide

Core Knowledge Language Arts® • Skills Strand



Core Knowledge®

GRADE 2





Unit 6

Teacher Guide

Skills Strand
GRADE 2

Core Knowledge Language Arts®



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Alignment Chart for Unit 6

The following chart demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

		Lesson																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Reading Standards for Informational Text: Grade 2																					
Key Ideas and Details																					
STD RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.																				
CKLA Goal(s)	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i>), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational text read independently				✓			✓				✓				✓			✓		✓
	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i>), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud				✓				✓												
STD RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.																				
CKLA Goal(s)	Identify the main topic of a multiparagraph nonfiction/informational text read independently, as well as the focus of specific paragraphs within the text												✓			✓					
STD RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.																				
CKLA Goal(s)	Describe the connection between a series of historical events in nonfiction/informational text read independently												✓						✓		
	Describe the connection between a series of historical events in a nonfiction/informational read-aloud																			✓	

Lesson

Alignment Chart for Unit 6 (Lessons 1–20)

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Craft and Structure																					
STD RI.2.4	Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.																				
CKLA Goal(s)	Determine the meaning of unknown words and phrases in nonfiction/informational text read independently				✓			✓				✓		✓		✓		✓		✓	
	Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions				✓																
STD RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.																				
CKLA Goal(s)	Identify and use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a nonfiction/informational text				✓			✓				✓		✓		✓		✓		✓	
	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.																				
STD RI.2.6	Identify the main purpose of a nonfiction/informational text read independently, including what the author wants to answer, explain, or describe																				
CKLA Goal(s)	Identify the main purpose of a nonfiction/informational text read independently, including what the author wants to answer, explain, or describe																				
Integration of Knowledge and Ideas																					
STD RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.																				
CKLA Goal(s)	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			✓			✓			✓									✓		
	Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with nonfiction/informational read-aloud, and explain how these graphics clarify the meaning of the read-aloud				✓																

Alignment Chart for Unit 6 (Lessons 1–20)

Lesson

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
STD RI.2.8	Describe how reasons support specific points the author makes in a text.																			
CKLA Goal(s)	Describe how reasons or facts support specific points the author makes in a nonfiction text read independently											✓		✓	✓					
	Describe how reasons or facts support specific points the author makes in a nonfiction informational read-aloud			✓					✓											
Range of Reading and Level of Text Complexity																				
STD RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2–3 text complexity band proficiently.																			
CKLA Goal(s)	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				✓			✓		✓		✓		✓	✓				✓	
	Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 2–4				✓				✓											
Reading Standards for Foundational Skills: Grade 2																				
Phonics and Word Recognition																				
STD RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.																			
STD RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.																			
CKLA Goal(s)	Use knowledge of the letter sound correspondences that have been taught to distinguish and correctly read long and short vowels in one-syllable words																			
	Unit 1: ‘a’ > /a/; ‘e’ > /e/; ‘i’ > /i/; ‘o’ > /o/; ‘u’ > /u/ Unit 2: ‘a_e’ > /ae/; ‘ee’ > /ee/; ‘i_e’ > /ie/; ‘o_e’ > /oe/; ‘u_e’ > /ue/	✓	✓	✓			✓													

Lesson

Alignment Chart for Unit 6 (Lessons 1–20)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
STD RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.																			
CKLA Goal(s)	✓	✓	✓		✓											✓				
	Read and write words spelled with the following vowel teams: long vowel sounds: 'ai', 'ay' > /ae/; 'ea', 'ey', 'ee' > /ee/; 'oa', '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/																			
STD RF.2.3c	Decode regularly spelled two-syllable words with long vowels.																			
CKLA Goal(s)	✓	✓			✓			✓												
	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																			
STD RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.																			
CKLA Goal(s)	✓	✓	✓		✓											✓				
	Read and write words with the following letter-sound correspondences: 'a' as /a/ (hat), /ae/ (paper), /e/ (about), or /o/ (water); 'i' as /i/ (hit), /ie/ (item), or /ee/ (ski); 'o' as /o/ (hop), /oe/ (open), or /u/ (son); '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' > /e/ + /l/ (pencil); 'ul' > /e/ + /l/ (awful); 'el' > /e/ + /l/ (travel), 'le' > /e/ + /l/ (apple); 'tion' > /sh/ + /ə/ + /n/; 'ph' > /f/ (phone); 'ch' > /k/ (school); 'al' > /aw/ (wall)																			
STD RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.																			
CKLA Goal(s)					✓							✓			✓		✓			✓
	Read the following Tricky Words Unit 6: Great Britain, Europe, native, Americans, war, signature, imagine, soldier, Washington, iron, special, shoe, Fort McHenry, early, whose, broad, bomb, Andrew, new																			

Alignment Chart for Unit 6 (Lessons 1–20)

Lesson

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Fluency																					
STD RF.2.4	Read with sufficient accuracy and fluency to support comprehension.																				
CKLA Goal(s)	Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension																				
STD RF.2.4a	Read grade-level text with purpose and understanding.																				
CKLA Goal(s)	Read and understand decodable text that incorporates letter-sound correspondences taught with purpose and understanding																				
STD RF.2.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.																				
CKLA Goal(s)	Read decodable text that incorporates the letter-sound correspondences taught with increased accuracy, appropriate rate, and expression on successive readings																				
STD RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.																				
CKLA Goal(s)	Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary																				
Speaking and Listening Standards: Grade 2																					
Presentation of Knowledge and Ideas																					
STD SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language.)																				
CKLA Goal(s)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification																				

Alignment Chart for Unit 6 (Lessons 1–20)

Lesson

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

Language Standards: Grade 2

Conventions of Standard English

STD L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																			
STD L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).																			
CKLA Goal(s)	Use both regular and irregular past-, present-, and future-tense verbs orally and in own writing	✓																		
STD L.2.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.																			
CKLA Goal(s)	Use adjectives appropriately orally and in own writing	✓									✓									
	Use adverbs appropriately orally and in own writing										✓									
STD L.2.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).																			

CKLA Goal(s)	Use and expand complete simple and compound sentences orally and in own writing																			
STD L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.																			

STD L.2.2d	Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).																			
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CKLA Goal(s)	Spell and write one-syllable words using the letter-sound correspondences taught in Grade 2, using the Individual Code Chart as needed	✓																		
---------------------	--	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Vocabulary Acquisition and Use

STD L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.																			
STD L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.																			
CKLA Goal(s)	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases																			



These goals are addressed in all lessons in this unit. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.

Alignment Chart for Unit 6 (Lessons 21 –36)

Lesson

21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

Reading Standards for Informational Text: Grade 2

Key Ideas and Details

STD RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.														
CKLA Goal(s)	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i>), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational text read independently	✓	✓	✓	✓	✓			✓	✓	✓				
STD RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.														
CKLA Goal(s)	Identify the main topic of a multiparagraph nonfiction/informational text read independently, as well as the focus of specific paragraphs within the text	✓	✓		✓										
STD RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.														
CKLA Goal(s)	Describe the connection between a series of historical events in a nonfiction/informational text read independently	✓	✓		✓					✓					
CKLA Goal(s)	Describe the connection between a series of historical events in nonfiction/informational read-aloud														

Lesson

Alignment Chart for Unit 6 (Lessons 21 –36)

		21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Craft and Structure																	
STD RI.2.4	Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.																
CKLA Goal(s)	Determine the meaning of unknown words and phrases in nonfiction/informational text read independently	✓	✓	✓	✓	✓	✓				✓	✓					
	Determine the meaning of unknown words and phrases in nonfiction/informational read-aloud																
STD RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.																
CKLA Goal(s)	Identify and use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a nonfiction/informational text	✓		✓		✓					✓	✓					
	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.																
STD RI.2.6	Identify the main purpose of a nonfiction/informational text read independently, including what the author wants to answer, explain, or describe																
CKLA Goal(s)	Identify the main purpose of a nonfiction/informational text read independently, including what the author wants to answer, explain, or describe		✓		✓		✓										
Integration of Knowledge and Ideas																	
STD RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.																
CKLA Goal(s)	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																
	Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with nonfiction/informational read-aloud and explain how these graphics clarify the meaning of the read-aloud																

Alignment Chart for Unit 6 (Lessons 21–36)

Lesson

	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
STD RI.2.8	Describe how reasons support specific points the author makes in a text.															
CKLA Goal(s)	Describe how reasons or facts support specific points the author makes in a nonfiction text read independently	✓		✓		✓										
	Describe how reasons or facts support specific points the author makes in a nonfiction read-aloud															
Range of Reading and Level of Text Complexity																
STD RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2–3 text complexity band proficiently.															
CKLA Goal(s)	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	✓		✓		✓										
	Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 2–4															
Reading Standards for Foundational Skills: Grade 2																
Phonics and Word Recognition																
STD RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.															
STD RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.															
CKLA Goal(s)	Read and write words spelled with the following vowel teams: long vowel sounds: 'ai', 'ay' > /ae/; 'ea', 'ey', 'ee' > /ee/; 'oa', '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/	✓		✓												

Lesson

Alignment Chart for Unit 6 (Lessons 21–36)

		21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
STD RF.2.3c	Decode regularly spelled two-syllable words with long vowels.																
CKLA Goal(s)	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	✓		✓													
STD RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.																
CKLA Goal(s)	Read and write words with the following letter-sound correspondences: ‘a’ as /a/ (hat), /æ/ (paper), /ə/ (about), or /o/ (water); ‘i’ as /i/ (hit), /ie/ (item), or /ee/ (skit); ‘o’ as /o/ (hop), /oe/ (open), or /u/ (son); ‘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’ as /er/ (her); ‘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)	✓		✓				✓									
STD RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.																
CKLA Goal(s)	Read the following Tricky Words Unit 6: Great Britain, Europe, native, Americans, war, signature, imagine, soldier, Washington, iron, special, shoe, Fort McHenry, early, whose, broad, bomb, Andrew, new	✓		✓													
Fluency																	
STD RF.2.4	Read with sufficient accuracy and fluency to support comprehension.																
CKLA Goal(s)	Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension	✓		✓							✓	✓	✓				

Alignment Chart for Unit 6 (Lessons 21 –36)

Lesson

	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
STD RF.2.4a	Read grade-level text with purpose and understanding.															
CKLA Goal(s)	✓	✓	✓		✓					✓	✓	✓				
STD RF.2.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.															
CKLA Goal(s)																
STD RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.															
CKLA Goal(s)	✓		✓		✓					✓	✓	✓				
Writing Standards: Grade 2																
Text Types and Purposes																
STD W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.															
CKLA Goal(s)								✓			✓	✓	✓	✓	✓	✓
Production and Distribution of Writing																
STD W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.															
CKLA Goal(s)														✓	✓	✓

Alignment Chart for Unit 6 (Lessons 21–36)

21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

Speaking and Listening Standards: Grade 2**Presentation of Knowledge and Ideas**

STD SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language)														
CKLA Goal(s)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification	✓	✓	✓	✓			✓	✓	✓	✓				✓

Language Standards: Grade 2**Conventions of Standard English**

STD L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.														
STD L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).														
CKLA Goal(s)	Use both regular and irregular past-, present-, and future-tense verbs orally and in own writing			✓											

Vocabulary Acquisition and Use

STD L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.														
STD L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.														
CKLA Goal(s)	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases	✓	✓	✓	✓				✓	✓	✓				



These goals are addressed in all lessons in this unit. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.

Introduction to Unit 6

Unit Overview

This unit is devoted to introducing several new spelling alternatives for vowel and consonant sounds.

In this unit you will introduce the following:

Spelling Alternatives for Vowel Sounds

'ar' > /er/ (*dollar*)

'or' > /er/ (*work*)

Tricky Spellings for Vowel Sounds

'ea' > /e/ (*head*)

'i' > /ee/ (*ski*)

'a' > /o/ (*lava*)

Spelling Alternatives for Consonant Sounds

'ph' > /f/ (*phone*)

'ch' > /k/ (*school*)

Week One				
Day 1 (Lesson 1)	Day 2 (Lesson 2)	Day 3 (Lesson 3)	Day 4 (Lesson 4)	Day 5 (Lesson 5)
Spelling: Speedy Sound Hunt; Introduce Spelling Words (30 min.)	Whole Group Reading Time: Introduce Nonfiction (30 min.)	Whole Group Reading Time: Introduce Reader and Timeline (30 min.)	Whole Group Reading Time: Read-Aloud "America in 1812, Part I" (40 min.)	Spelling: Spelling Assessment (30 min.)
The /f/ Sound and Its Spellings (20 min.)	Practice: Baseball Game (15 min.)	The /e/ Sound and Its Spellings (30 min.)	Practice: Baseball Game (20 min.)	Whole Group Reading Time: "Trouble with the British" (30 min.)
Grammar: Review Nouns, Adjectives, and Verbs (10 min.)	Practice: Sound Comparison (15 min.)			
60 min.	60 min.	60 min.	60 min.	60 min.

Week Two				
Day 6 (Lesson 6)	Day 7 (Lesson 7)	Day 8 (Lesson 8)	Day 9 (Lesson 9)	Day 10 (Lesson 10)
Partner Reading Time: "Trouble with the British" (30 min.)	Whole Group Reading Time: Read-Aloud "America in 1812, Part II" (30 min.)	Whole Group Reading Time: "The War Hawks" (30 min.)	Small Group Reading Time: "The War Hawks" (30 min.)	Spelling: Spelling Assessment (20 min.)
Spelling: Introduce Spelling Words (20 min.)	Grammar: Introduce Adverbs (30 min.)	Practice: Adverb Review (10 min.)	Practice: Adverb Review (15 min.)	Grammar and Writing: Complete vs. Incomplete Sentences (10 min.)
Today's Spelling: Board Sort (10 min.)		The /er/ Sound and Its Spellings (10 min.)	Grammar: Adverbs (15 min.)	Small Group Reading Time: Remediation and Enrichment (20 min.)
		Practice: Bubble the Sound (10 min.)		
60 min.	60 min.	60 min.	60 min.	60 min.

Week Three				
Day 11 (Lesson 11)	Day 12 (Lesson 12)	Day 13 (Lesson 13)	Day 14 (Lesson 14)	Day 15 (Lesson 15)
Whole Group Reading Time: "The War Starts" (30 min.)	Close Reading: "The War Starts" (30 min.)	Whole Group Reading Time: "A Famous Ship" (30 min.)	Close Reading: "A Famous Ship" (30 min.)	Spelling: Spelling Assessment (20 min.)
Spelling: Introduce Spelling Words (15 min.)	Grammar: Run-On Sentences (20 min.)	The /ee/ Sound and Its Spellings (15 min.)	Tricky Spelling 'i' Review (20 min.)	Whole Group Reading Time: "The Attack on Washington, D.C." (25 min.)
The /k/ Sound and Its Spellings (15 min.)	Practice: Oral Review of Adjectives and Adverbs (10 min.)	Practice: Tricky Spelling 'i' (15 min.)	Practice: Fill in the Blank (10 min.)	Grammar: Run-On Sentences (15 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Four				
Day 16 (Lesson 16)	Day 17 (Lesson 17)	Day 18 (Lesson 18)	Day 19 (Lesson 19)	Day 20 (Lesson 20)
Close Reading: Read-Aloud "The Attack on Washington, D.C." (30 min.)	Whole Group Reading Time: "The Burning of Washington, D.C." (30 min.)	Small Group Reading Time: "The Burning of Washington, D.C." (30 min.)	Whole Group Reading Time: "The Attack on Baltimore" (30 min.)	Spelling: Spelling Assessment (30 min.)
Spelling: Introduce Spelling Words (20 min.)	Grammar: Building Sentences (15 min.)	Grammar: Building Sentences (30 min.)	Practice: Word Sort (15 min.)	Partner Reading Time: "The Attack on Baltimore" (30 min.)
Practice: Board Sort (10 min.)	Small Group Reading Time: Remediation and Enrichment (15 min.)		Practice: Baseball Game (15 min.)	
60 min.	60 min.	60 min.	60 min.	60 min.

Week Five				
Day 21 (Lesson 21)	Day 22 (Lesson 22)	Day 23 (Lesson 23)	Day 24 (Lesson 24)	Day 25 (Lesson 25)
Whole Group Reading Time: "Francis Scott Key and the National Anthem" (30 min.)	Close Reading: "Francis Scott Key and the National Anthem" (30 min.)	Whole Group Reading Time: "Andrew Jackson" (30 min.)	Close Reading: "Andrew Jackson" (30 min.)	Spelling: Spelling Assessment (20 min.)
Spelling: Introduce Spelling Words (15 min.)	Writing: Identifying a Topic Sentence (15 min.)	Practice: Alphabetizing to the Second Letter (15 min.)	Grammar: Mixed Practice (30 min.)	Whole Group Reading Time: "The End of the War" (20 min.)
Practice: Find the Secret Message (15 min.)	Small Group Reading Time: Remediation and Enrichment (15 min.)	Writing: Creating Paragraphs (15 min.)		The /o/ Sound Spelled 'a' (10 min.)
				Practice: Fill in the Blank (10 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Six				
Day 26 (Lesson 26)	Day 27 (Lesson 27)	Day 28 (Lesson 28)	Day 29 (Lesson 29)	Day 30 (Lesson 30)
Close Reading: "The End of the War" (20 min.)	<i>The War of 1812</i> Assessment (15 min.)	Writing: Mr. Mowse's Report on the War of 1812 (20 min.)	Writing: The Report-Writing Process (25 min.)	Spelling: Spelling Assessment (20 min.)
Spelling: Introduce Spelling Words (20 min.)	Writing: A Letter from Mr. Mowse (15 min.)	Writing: Staying on Topic (10 min.)	Writing: Choosing a Topic: Revisiting Mr. Mowse's Letter (15 min.)	Partner Reading: "Francis Scott Key and the National Anthem" (25 min.)
The /o/ Sound Spelled 'a' (10 min.)	Spelling: Baseball Game (10 min.)	Spelling: Alphabetizing to the Second Letter (15 min.)	Writing: Topic Sentences and Concluding Sentences (20 min.)	Writing: Identifying Topic and Irrelevant Sentences (15 min.)
Practice: Matching Pictures and Sentences (10 min.)	Small Group Reading Time: Remediation and Enrichment (20 min.)	Practice: Tricky Spelling 'a' (15 min.)		
60 min.	60 min.	60 min.	60 min.	60 min.

Week Seven				
Day 31 (Lesson 31)	Day 32 (Lesson 32)	Day 33 (Lesson 33)	Day 34 (Lesson 34)	Day 35 (Lesson 35)
Whole Group Reading Time: "Our National Anthem" (30 min.)	Whole Group Reading Time: "Making Sense of the National Anthem" (30 min.)	End-of-Year Assessment: Silent Reading Comprehension Assessment (20 min.)	End-of-Year Assessment: Optional Fluency Assessment (20 min.)	End-of-Year Assessment: Optional Word Reading in Isolation Assessment (30 min.)
Writing: Taking Notes on "Our National Anthem" (30 min.)	Writing: Taking Notes on "Making Sense of the National Anthem" (30 min.)	Writing: Drafting a Report (40 min.)	Writing: Drafting a Report (15 min.)	Writing: Editing Reports and Writing a Final Copy for Publication (30 min.)
			Writing: Editing a Report (25 min.)	
60 min.	60 min.	60 min.	60 min.	60 min.

Week Eight
Day 36 (Lesson 36)
End-of-Year Assessment: Optional Fluency Assessment; Optional Word Reading in Isolation Assessment (30 min.)
Writing: Editing Reports and Writing a Final Copy for Publication (30 min.)
60 min.

Tricky Spellings

The tricky spellings ‘ea’, ‘ar’, ‘or’, ‘i’, and ‘a’ are explicitly addressed in this unit. Remember that as more and more tricky spellings are introduced, it increases the challenge that students face when reading. Remind them to use their puzzling skills, such as chunking words into syllables, trying alternative sounds for specific spellings, referring to the Individual Code Chart and Spelling Trees, and using context when they encounter challenging words. If you find that students still need additional practice decoding these tricky spellings, you can choose among tricky spelling activities listed in the Pausing Point.

Tricky Words

Tricky Words are introduced in this unit on an as-needed basis in the context of the different selections included in the Reader. Tricky Words should be taught in the lessons before the reading selections are assigned. When introducing Tricky Words, be sure to draw attention to the parts that are read (and spelled) just as students would expect based on what they have learned so far, and also point out the tricky parts of each word.

The Tricky Words taught in this unit are:

Lesson 5—*Great Britain, Europe, native, Americans, war, signature*

Lesson 11—*imagine, soldier, Washington*

Lesson 13—*iron*

Lesson 15—*special*

Lesson 17—*shoe*

Lesson 19—*Fort McHenry*

Lesson 21—*early, whose, broad, bomb*

Lesson 23—*Andrew, new*

As you introduce new spelling patterns, you will notice that some words previously introduced as Tricky Words can be seen as part of spelling patterns. For example, once you have taught ‘ph’ as a spelling alternative for /f/, the words *paragraph* and *elephant* no longer need to be treated as Tricky Words. They can be described as members of a larger spelling pattern that includes words like *phone* and *graph*. As spelling patterns are introduced, the corresponding words should be removed from the Tricky Word wall.

Reader: *The War of 1812*

The Reader for this unit is *The War of 1812*. The Reader covers topics listed in the *Core Knowledge Sequence* under Grade 2 History, War of 1812. The War of 1812 is important historically as it was the first foreign conflict that the United States faced as a young nation. Although students have been listening to

nonfiction selections in Listening & Learning since Kindergarten, this is the first nonfiction Reader students read as part of the Core Knowledge Language Arts (CKLA) program in Grade 2.

Reading nonfiction presents different challenges for students than reading fiction. As you know from your experience with the Listening & Learning domains, it is imperative that students possess the necessary background knowledge to fully understand the text they will be reading. We have included multiple experiences for introducing the unit. A brief review of early American history using selected images is included at the beginning of the Reader. Materials for the creation of a timeline have also been included. Using the timeline, students will be able to contextualize the events of the War of 1812 as they read the various chapters of the Reader.

Another challenge of nonfiction text is the inclusion of domain-specific vocabulary. For this reason, the Reader also includes a new feature—a glossary—that students will be taught to use to better understand the text they are reading. We have also provided significant scaffolding for the lessons in the Reader. Additionally, we have included teacher modeling of note-taking opportunities. As students progress through the Reader, it may be useful to have them periodically read through the notes that you will leave on display.

In this unit, Reading Time will occur first in each lesson where it appears. You will also note that, while vocabulary words continue to be previewed as students read each chapter, sounds spellings are only occasionally previewed as a warm up to reading the chapter. This is a shift from previous units and is done to help prepare students for reading in Grade 3, which also occur first in every lesson.

Timeline Image Cards

Included in the unit materials are Image Cards for you to arrange in a timeline. These materials will be powerful tools for you to present to students. We ask that you find space in your room to display the entire timeline during this unit. You will display specific Timeline Cards at various times throughout the unit. At this point in the year, you may find that you can easily take down materials that students no longer reference in order to make a space for these Timeline Image Cards to be displayed. You will likely need to extend the timeline on more than one wall.

Code Knowledge

Students who have mastered the letter-sound correspondences taught in CKLA up to this point have learned most of the important letter-sound correspondences they need to read English writing. The ones they have not explicitly studied are relatively rare letter-sound correspondences that come up perhaps once in every 2,000–3,000 words. Most students will be able to decode the occasional unusual spelling by using the puzzling strategies that you have taught them. For this reason, we will continue to encourage you to ask students to use the Individual Code Chart, syllable chunking, and context to puzzle out unfamiliar words. At this point in Grade 2, many students are

already reading trade books and other publications that are not controlled for decodability.

Any student who has done well with the program up to this point can be encouraged—or, if you like, required—to read trade books and textbooks written at an appropriate level. Students should be strongly encouraged to self-select reading material. It is important to move students toward taking responsibility for their own learning.

Grammar

In Unit 6, students will continue to review grammar skills introduced in previous units. In addition to the parts of speech that they already know—common and proper nouns; present-, past-, and future-tense verbs; and adjectives—students will learn to identify and use adverbs. The focus of the remaining grammar lessons is on the sentence as a unit. Building on their knowledge of subjects and predicates, students will learn to identify complete versus incomplete sentences. They will also learn to identify run-on sentences, as well as ways to correct these sentences. Finally, they will begin to work on writing increasingly detailed sentences.

Writing

In Grade 2 CKLA, students have thus far practiced writing personal narratives, as well as writing new story endings and story summaries. They have also practiced persuasive writing in the context of a friendly letter. At the end of this unit, they will be introduced to expository or report writing. This form of writing is well suited to the nonfiction text they are reading.

Report writing is focused on organizing information into paragraphs, each with a topic sentence and supporting details. The lessons have been written to build upon what students have learned about the War of 1812.

At this point, students have learned at least one way to write nearly every sound in English, with the exception of the very rare /zh/ as in *treasure*. You should continue to expect, however, that students' drafts would contain some incorrect spellings. At a minimum, the spellings students write in their drafts should be phonemically plausible; that is, students should write a plausible spelling for each sound in the word. Students can be asked to correct misspellings in drafts using the Individual Code Chart, Spelling Trees, and word wall as references. You may want to have more advanced students use a dictionary to verify spelling. Editing for spelling is incorporated in the writing lessons in this unit and can also be incorporated into other, supplemental writing assignments. If students have access to computers for writing assignments, we strongly encourage you to teach them how to use the available spell-check feature.

Close Reading

With the adoption of the Common Core State Standards, increasing attention has been focused on the practice of Close Reading. At the Grade 2 reading

level, we continue our focus on text-dependent questions. Once again in this unit, we will also include direction for teachers to utilize a close-reading approach with several chapters from the Reader. We have crafted these lessons carefully to focus the student on the text itself and the meanings that can be derived from a close examination of that text. For your convenience, portions of the Student Reader text are reproduced within the lessons of this Teacher Guide. However, student referral to the text in front of them is a critical element of Close Reading. If you wish to read more about Close Reading or would like to compose some Close Reading lessons of your own, please visit this website: <http://www.achievethecore.org>.

Additionally, you will note that wherever these lessons occur (Lessons 12, 14, 16, 22, 24, and 26 of this unit), our commitment to using decodable text in the Reader and Workbook does not waiver. This is the first and only unit in Grade 2 with Close Reading lessons for nonfiction text.

Workbook

The Workbook contains worksheets that accompany the lessons from the Teacher Guide. Each worksheet is identified by its lesson number and where it is intended to be used. For example, if there are two worksheets for Lesson 8, the first will be numbered 8.1 and the second 8.2. The Workbook is a student component, which means each student should have a Workbook.

A copy of the glossary is included at the end of the Workbook, so students can take it home to use when reading text copies of the chapters from the Reader.

Student Performance Task Assessment

An **End-of-Year Assessment** for students using CKLA for Grade 2 is provided. **You should administer this assessment even if students have not fully completed all units of the Grade 2 CKLA program.**

If time permits, it would be ideal to administer the entire assessment to all students in your class. **Administer at least Section 1 of the assessment to all students.** The story used in Sections 1 and 2 of the assessment will be completely decodable for students who have completed Unit 6.

The assessment allows you to gauge students' independent reading proficiency and comprehension. It also allows you to do additional follow-up assessment for students who may be struggling.

The assessment is presented in three sections:

Section 1 is an assessment of silent reading ability and comprehension. You will ask all students in the class to silently read a story called "The Young Mouse" and to then answer a set of multiple-choice questions about the story.

Section 2 uses the same story to assess reading accuracy and fluency. As you listen to individual students read the story aloud, you will make a running record and take a measurement of fluency. **This section should at least be**

administered to all students who miss two or more of the eight questions in Section 1.

Section 3 is a word-reading assessment designed to assess students' ability to read the specific spellings taught or reviewed in Grade 2. Ideally, you should administer this section to all students. However, if time is limited, you may choose to administer this section only to those students to whom you administered Section 2 (i.e., those students in your classroom who are most in need of additional help in reading at this point).

We strongly encourage you to share the results of this assessment with all students' Grade 3 teachers. We have provided a summary sheet (Worksheet 33.3) for you that can be passed on to Grade 3 teachers with students' assessment information.

There are many opportunities for informal assessment throughout each Skills unit. You may choose to assign a given worksheet for individual, independent completion to use as an assessment. It may be helpful to use the Tens Conversion Chart and the Tens Recording Chart found in the Teacher Resources section at the back of this Teacher Guide to collect and analyze all assessment data.

In keeping with the fact that students are reading a nonfiction Reader, we include a unit assessment on the information presented in *The War of 1812* Reader on Worksheet 27.1.

Pausing Point

Resources are provided in the Pausing Point for additional practice on the specific skills taught in this unit. Teachers should select exercises and worksheets based on student performance.

In addition, a partner reading lesson for Chapter 13, "Dolley Madison," is included.

Recommended Resources

Trade Book List

1. *The American Flag (True Books: American History)*, by Elaine Landau (Children's Press, 2008) ISBN 978-0531147757
2. *A More Perfect Union: The Story of Our Constitution*, by Betsy Maestro (Harper Collins, 1990) ISBN 978-0688101923
3. *An Army of Two*, by Janet Greeson and illustrated by Patricia Rose Mulvihill (First Avenue Editions, 1991) ISBN 978-0876145470
4. *The Battle of New Orleans: The Drummer's Story*, by Freddi Evans (Pelican Publishing, 2005) ISBN 978-1589803008

5. *The Biggest (and Best) Flag That Ever Flew*, by Rebecca C. Jones (Tidewater Publishers, 1988) ISBN 978-0870334405
6. *The Bill of Rights*, by Christine Taylor-Butler (Children’s Press, 2008) ISBN 978-0531147771
7. *The Boy Who Saved the Town*, by Brenda Seabrooke (Schiffer Publishing, 1990) ISBN 978-0870334054
8. *The Constitution of the United States (True Books)*, by Christine Taylor-Butler (Children’s Press, 2008) ISBN 978-0531147795
9. *Dolley Madison (First Biographies)*, by Jan Mader (Capstone Press, 2007) ISBN 978-0736867016
10. *Dolley Madison: First Lady of the United States (Focus on Women in U.S. History: Primary Source Readers)*, by Melissa Carosella (Teacher Created Materials, 2011) ISBN 978-1433315046
11. *Dolley Madison: Her Life, Letters, and Legacy*, by Holly Shulman and David Mattern (Rosen Publishing Group, 2002) ISBN 978-0823957491
12. *Dolley Madison Saves George Washington*, by Don Brown (Houghton Mifflin Books for Children, 2007) ISBN 978-0618411993
13. *The Flag Maker*, by Susan Campbell Bartoletti (Houghton Mifflin Books for Children, 2004) ISBN 978-0618267576
14. *Francis Scott Key and “The Star-Spangled Banner,”* by Lynnea Bowdish and illustrated by Harry Burman (Mondo, 2002) ISBN 978-1590341957
15. *Francis Scott Key’s “Star-Spangled Banner” (Step into Reading)*, by Monica Kulling and illustrated by Richard Walz (Random House Books for Young Readers, 2012) ISBN 978-0375867255
16. *If You Were There When They Signed the Constitution*, by Elizabeth Levy and illustrated by Joan Holub (Scholastic, 1992) ISBN 978-0590451598
17. *James Madison*, by Jill K. Mulhall (Teacher Created Materials, 2008) ISBN 978-0743989084
18. *James Madison: Founding Father*, by Lynn George (Rosen Publishing Group, 2002) ISBN 978-0823963829
19. *Jean Laffite: The Pirate Who Saved America*, by Susan Goldman Rubin and illustrated by Jeff Himmelman (Abram Books for Young Readers, 2012) ISBN 978-0810997332

20. *Meet Caroline*, by Kathleen Ernst (American Girl, 2012)
ISBN 978-1593698829
21. *Millie Cooper's Ride: A True Story from History*, by Marc Simmons
(University of New Mexico Press, 2002) ISBN 978-0826329257
22. *The National Anthem (True Books: American History)*, by Elaine
Landau (Children's Press, 2008) ISBN 978-0531147832
23. *A Picture Book of Dolley and James Madison*, by David A. Adler
and Michael S. Adler and illustrated by Ronald Himler (Holiday
House, 2009) ISBN 978-0823420094
24. *Pirates Past Noon (Magic Tree House, No. 4)*, by Mary Pope
Osborne (Random House, 1994) ISBN 978-0679824251
25. *The Star-Spangled Banner*, by Peter Spier (Dragonfly Books, 1992)
ISBN 978-0440406976
26. *Shh! We're Writing the Constitution*, by Jean Fritz (Puffin, 1997)
ISBN 978-0698116245
27. *Sisters of Scituate Light*, by Stephen Krensky (Dutton Children's
Books, 2008) ISBN 978-0525477921
28. *The Star-Spangled Banner in Translation: What It Really Means
(Fact Finders: Kids' Translations)*, by Elizabeth Raum (Capstone
Press, 2008) ISBN 978-1429628471
29. *The War of 1812: Expanding & Preserving the Union (Primary
Source Readers)*, by Jill K. Mulhall (Teacher Created Materials,
2008) ISBN 978-0743989077
30. *The War of 1812: The New American Nation Goes to War with
England*, by Mark Beyer (Rosen Publishing, 2004)
ISBN 978-0823942619
31. *The War of 1812 (Primary Sources of American Wars)*, by
Georgene Poulakidas (PowerKids, 2006) ISBN 978-1404226814
32. *Washington is Burning! The War of 1812*, by Alvin R. Cunningham
(Perfection Learning, 2003) ISBN 978-0822560500
33. *Washington is Burning (On My Own History)*, by Marty Rhodes
Figley and illustrated by Craig Orback (Lerner Books, 2006)
ISBN 978-0822560500
34. *We the Kids: The Preamble to the Constitution of the United
States*, by David Catrow (Puffin, 2005) ISBN 978-014202764

Websites

Teacher Resources

1. Chalmette Battlefield National Park
<http://www.nps.gov/jela/chalmette-battlefield.htm>
2. Fort McHenry National Park
<http://www.nps.gov/fomc/index.htm>
3. The Flag House and Star-Spangled Banner Museum
<http://www.flaghouse.org>
4. The Star-Spangled Banner Exhibit at the Smithsonian
<http://americanhistory.si.edu/starspangledbanner>
5. Video Clips on the Star-Spangled Banner
<http://www.youtube.com/watch?v=zDKfw8nysLA>
<http://www.youtube.com/watch?v=iwsq7frSB5Q>
6. Montpelier Historic Website
<http://www.montpelier.org>
7. PBS Film on Dolley Madison
<http://www.pbs.org/wgbh/americanexperience/films/dolley/>
8. Official Bicentennial Website
<http://www.visit1812.com>
9. The U.S. Capitol Visitor's Center
<http://www.visitthecapitol.gov/Exhibitions/online>
10. USS *Constitution* Museum
<http://www.usconstitutionmuseum.org>
11. The James Madison Museum
<http://www.thejamesmadisonmuseum.org/>
12. The Papers of James Madison
www.virginia.edu/pjm
13. The White House
<http://www.whitehouse.gov/about/presidents/jamesmadison>
14. The Crafty Classroom
<http://www.thecraftyclassroom.com/HomeschoolPrintablesNotebookingPatriotic.html>
15. Hold The Fort (Online Game)
<http://www.nps.gov/fomc/holdthefort>

Student Resources

16. Interactive Map: America in 1812
<http://bit.ly/XYmkBy>
17. Music and Lyrics to “The Battle of New Orleans”
<http://kids.niehs.nih.gov/lyrics/battleof.htm>
18. Music and Lyrics to the Star-Spangled Banner
<http://kids.niehs.nih.gov/lyrics/spangle.htm>
19. The White House Interactive Tour
<http://www.whitehouse.gov/about/interactive-tour>
20. A Sailor’s Life for Me! (Online Game)
<http://asailorslifeforme.org>

Additional Support Materials

Assessment and Remediation Guide

A separate publication, the *Assessment and Remediation Guide*, provides further guidance in assessing, analyzing, and remediating specific skills. This guide can be found online at <http://www.coreknowledge.org/AR-G2-U1>. Refer to this URL for additional resources, mini-lessons, and activities to assist students who experience difficulty with any of the skills presented in this unit.

The Fluency Packet

A separate component, The Fluency Packet, is available for download at <http://www.coreknowledge.org/G2-FP>. In it you will find a poem, an informational piece titled “Did You Know?”, a Reader’s Theater, a realistic fiction and a science or social studies selection. This component is designed for you to send home with students to practice reading. You may wish to invite students to perform the fluency selections for classmates at some point during the school day. These would be ideal to use during transition times.

Although not marked in the Alignment Chart at the beginning of the Teacher Guide, when you use this Fluency Packet, you will be addressing the following additional Common Core State Standard:

- Read with sufficient accuracy and fluency to support comprehension. (RF.2.4)

Lesson 1

✓ 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.

- ✓ 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)
- ✓ Use both regular and irregular past, present, and future tense verbs orally and in own writing (L.2.1d)
- ✓ Use adjectives appropriately orally and in own writing (L.2.1e)
- ✓ Spell and write one-syllable words using the letter-sound correspondences taught in Grade 2, using the Individual Code Chart as needed (L.2.2d)

At a Glance	Exercise	Materials	Minutes
Spelling	Speedy Sound Hunt	Individual Code Chart	10
	Introduce Spelling Words	prepared word cards; Worksheet 1.1	20
The /f/ Sound and Its Spellings	Today's Focus Spelling	Consonant Code Flip Book; Spelling Card for 'ph' > /f/ (<i>phone</i>); Individual Code Chart; red markers; prepared 'ph' word cards; Worksheet 1.2	20
Grammar	Review Nouns, Adjectives, and Verbs	Worksheet 1.3	10
Take-Home Material	Family Letter; Alphabetize Words	Worksheets 1.1, 1.4	*

Advance Preparation

Prior to this lesson, write the spelling words on index cards, and have paper clips handy for folding over the cards to display partial words:

- | | |
|------------|-------------|
| 1. noise | 11. jolly |
| 2. night | 12. ginger |
| 3. kneel | 13. gentle |
| 4. wrinkle | 14. margin |
| 5. ripple | 15. photo |
| 6. ferret | 16. dolphin |
| 7. whistle | 17. graph |
| 8. window | 18. finish |
| 9. western | 19. traffic |
| 10. jungle | |

Tricky Word: Britain

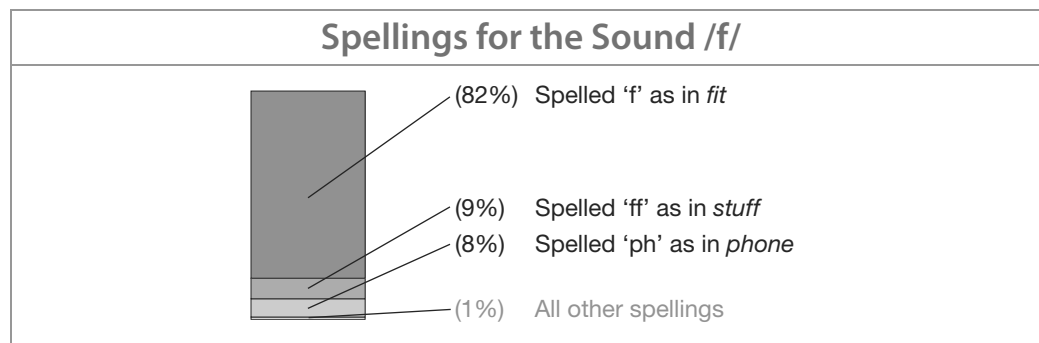
Write the alphabet vertically on the board as a reference for students, as needed; most students should have internalized the alphabet sequence so that they are able to alphabetize words on their own. You will not be “matching” words to the alphabet as you did in the early lessons of Unit 5.

Additionally, prepare the following word cards for teaching the ‘ph’ > /f/ (*phone*) portion of the lesson: *phone, graph, phantom, phase, phonics, Joseph, elephant, dolphin, phrase, trophy, photo, alphabet, pharmacy, orphan, Philip, autograph, sphere.*

Keep both sets of cards as you will need them in the next lesson.

Note to Teacher

In this lesson, you will teach a spelling alternative for the /f/ sound: ‘ph’ as in *phone*. Students should already know the basic code spelling ‘f’ as in *fit* and the spelling alternative ‘ff’ as in *stuff*. The following chart shows which of these spellings is most common for this sound.



Here are some patterns for you to be aware of:

- ‘f’ is the most common spelling for the /f/ sound. It is used in initial position (*fun, fig*), in final position (*leaf, deaf*), in the initial consonant clusters *fl-* and *fr-* (*flop, fresh*), in the final consonant clusters *-ft, -fth,* and *-lf* (*lift, fifth, elf*), and with separated digraphs (*safe, life*).
- Only ‘f’ and ‘ph’ are used at the beginning of words and syllables.
- ‘f’, ‘ff’, and ‘ph’ are used at the end of words and syllables.
- ‘ff’ is commonly found after “short” vowels written with single-letter spellings; thus we write *stiff* but *deaf*.
- ‘ph’ is used mainly to spell words borrowed from Greek; it is used in the consonant cluster *-mph* (*lymph*).
- Words with final /f/ tend to keep the spelling they have in the root form, even when suffixes beginning with a vowel sound are added: *leaf > leafy; oaf > oafish; stuff > stuffy*.
- Note that there is one spelling for the /f/ sound that appears on the code posters but is not taught here: ‘gh’ as in *tough*.

Spelling

30 minutes

Speedy Sound Hunt

10 minutes

Note: Before introducing this week’s spelling words, you will review a few of the previously taught spellings. Students will play a game called “Speedy Sound Hunt,” where they race to find the following letter-sound correspondences in the Individual Code Chart.

Individual Code Chart

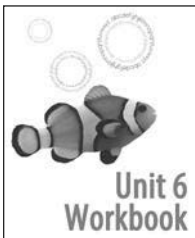
1. ‘n’ and ‘kn’ > /n/ Individual Code Chart (page 4)
2. ‘wr’ and ‘r’ > /r/ Individual Code Chart (page 5)
3. ‘w’ and ‘wh’ > /w/ Individual Code Chart (page 5)
4. ‘g’ and ‘j’ > /j/ Individual Code Chart (page 2)
5. ‘f’ and ‘ff’ > /f/ Individual Code Chart (page 3)

- Review each spelling with the “Speedy Sound Hunt” game, saying the following directions:
 - “You will begin with the Individual Code Chart closed on your desk. I will tell you a sound. All of the sounds will be consonant sounds. When I say ‘go,’ I want to see who can raise their hand first to tell me the page number where I will find that sound. I will call on that student. Then, I will call on others to tell me all of the spellings of the sound.”

- Then say, “I am thinking of the sound (insert sound from the box). Ready? Go!”
- Call on one student to give you the page number from the Individual Code Chart for the sound.
- Then, call on other students to tell you the different spellings of each sound. The page numbers for the Individual Code Chart have been indicated in parentheses in the box.
- When reviewing the spellings for /f/, point out that there are two spellings that they have not yet learned. Students will learn one of those spellings today: ‘ph’ can be used to represent /f/.

Introduce Spelling Words

20 minutes



Worksheet 1.1

- Introduce all of the spelling words, except the Tricky Word, taping the words to the board randomly as students read each word with you. Ask students to direct you in underlining the spelling alternatives that they have just reviewed. (‘n’ and ‘kn’ > /n/; ‘wr’ and ‘r’ > /r/; ‘w’ and ‘wh’ > /w/; ‘g’ and ‘j’ > /j/; and ‘f’ and ‘ff’ > /f/)
- Pay special attention to words with the ‘ph’ spelling for /f/ as this is a new spelling.
- Point out that the spelling words this week target consonant sounds with several spelling alternatives. (The spelling alternatives are in bold.)
- Ask students to use each word orally in a sentence to make sure they understand the meaning of each word.

- | | |
|------------|-----------------------------|
| 1. noise | 12. ginger |
| 2. night | 13. gentle |
| 3. kneel | 14. margin |
| 4. wrinkle | 15. photo |
| 5. ripple | 16. dolphin |
| 6. ferret | 17. graph |
| 7. whistle | 18. finish |
| 8. window | 19. traffic |
| 9. western | Tricky Word: Britain |
| 10. jungle | |
| 11. jolly | |

- Introduce the Tricky Word *Britain*, explaining that this is the name of an island located in Europe.
- Tell students that you will now put the words in alphabetical order. Fold over the cards as you did in Unit 5, and paperclip them so that just the first letter shows.

- Ask students: “Do you see any words that begin with ‘a’? No... ‘b’? Yes, *Britain* begins with ‘b’. (Tape the card for *Britain* to the board some distance away from the alphabet.) ‘c’? No. ‘d’? Yes, I have a ‘d’ card. So I will tape the card with the word that starts with ‘d’ under the word *Britain*. Any words with ‘e’? No. ‘f’? Yes, I have two cards that begin with ‘f’. I wonder how we know which one to put first? Let me fold over the card to show one more letter. (Fold the cards so the ‘fe’ and ‘fi’ are visible.) Oh, I see. ‘e’ comes before ‘i’ in the alphabet, so I will put ‘fe’ card under the ‘d’ card and before the ‘fi’ card.”
- 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. Britain | 11. margin |
| 2. dolphin | 12. night |
| 3. ferret | 13. noise |
| 4. finish | 14. photo |
| 5. gentle | 15. ripple |
| 6. ginger | 16. traffic |
| 7. graph | 17. western |
| 8. jolly | 18. whistle |
| 9. jungle | 19. window |
| 10. kneel | 20. wrinkle |

- Tell students that the words will remain on display until the assessment, so that they may refer to them during the week.
- Tell students that they will take home Worksheet 1.1 with this week’s spelling words to share with a family member.

The /f/ Sound and Its Spellings

20 minutes

Today’s Focus Spelling



Worksheet 1.2

Note: Display the Consonant Code Flip Book ‘ph’ > /f/ and have the Spelling Card listed in the At a Glance chart readily available.

- Tell students that today’s letter-sound correspondence can be found on the following page of the Consonant Code Flip Book.

Consonant Code Flip Book

1. 'ph' > /f/ (*phone*) Consonant Code Flip Book page 9

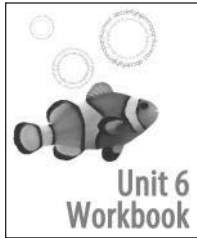
- Tell students that they are going to practice ('ph' > /f/), the new spelling for the /f/ sound that was introduced in this week's spelling words.
- Remind students that they have learned 'f' as /f/ in *fit*, and 'ff' as /f/ in *stuff*.
- Show students the Spelling Card for 'ph' > /f/ (*phone*). Have students read the sample word. Discuss the power bar. Add the Spelling Card to the Consonant Code Flip Book.
- Tell students that today's letter-sound correspondence can be found on this page of the Individual Code Chart.

Individual Code Chart

1. 'ph' > /f/ (*phone*) Individual Code Chart page 3

- Hand out the red markers. Have students turn to **page 3** of the **Individual Code Chart**. Guide students in outlining the appropriate card on the chart as well as the spelling.
- Have students look at the Individual Code Chart. Ask students which of the spellings they have learned for /f/ has the longest power bar. ('f')
- Tape the prepared cards on the board, one at a time, circling the spellings that stand for /f/: **phone**, **graph**, **phantom**, **phase**, **phonics**, **Joseph**, **elephant**, **dolphin**, **phrase**, **trophy**, **photo**, **alphabet**, **pharmacy**, **orphan**, **Philip**, **autograph**, **sphere**.
- Read each word aloud as a class. Point out that 'ph' spelling for /f/ can occur at the beginning, middle, or end of the word.
- Ask students to turn to Worksheet 1.2.
- Have the class read the 'ph' words on the worksheet aloud.
- Ask students to circle the spelling of /f/ in each word. Point out that the 'ph' spelling can occur at the beginning, middle, or end of words.
- Briefly discuss the meaning of any words that students may not know.
- Read the words a second time.
- Now, tell students to silently read the words in the box on the back of the worksheet.
- Have students fill in the blanks in the sentences using the words in the box, either as an independent or as a teacher-guided activity.

The Tricky Words *paragraph*, *elephant*, *alphabet*, and *humph* can now be seen a part of a larger spelling pattern. They should now be removed from the Tricky Word wall if you have one.



Worksheet 1.3

Review Nouns, Adjectives, and Verbs

- Tell students that today you will review several parts of speech.
- Begin by asking students to define *noun*. (A noun is a word that names a person, place, or thing.)
- Ask students to tell you the difference between a common noun and a proper noun. (A common noun names anything in general; a proper noun names a specific person or place, and begins with a capital letter.)
- Ask students for examples of common and proper nouns. (Examples might include *boy, park, Ted, Washington Park*, etc.)
- Next, ask students to define *adjective*. (An adjective is a word that describes a noun.)
- Ask students to volunteer some adjective-noun pairs. (Examples might include *tall tree, blue sky*, etc.)
- Ask students to define *verb*. (A verb is a word that shows action.) Ask them to give several examples of verbs. (Examples might include *run, swim, think, sing*, etc.)
- Have students turn to Worksheet 1.3 and do the first item as an example. Note that a “key” is provided for each item so that students will know how many parts of speech to identify in each sentence. (box around *Sisters Forever*; wiggly line under *is*; arrow from *good* to *film*; circle around *film*)
- Ask students to complete only the front of the worksheet independently as you circulate through the room.
- When students have finished, have them turn to the back of the worksheet.
- Review past, present, and future tense by completing the back of the worksheet as a teacher-guided activity.

Take-Home Material

Family Letter; Alphabetize Words

- Have students take home Worksheet 1.1 to share with a family member and Worksheet 1.4 to complete.

Supplemental Materials

- Newly decodable words:

- | | |
|---------------|---------------|
| 1. physical | 11. alphabet |
| 2. telephone | 12. graph |
| 3. paragraph | 13. sphere |
| 4. atmosphere | 14. triumph |
| 5. phase | 15. geography |
| 6. hemisphere | 16. dolphin |
| 7. philosophy | 17. homophone |
| 8. phrase | 18. gopher |
| 9. photograph | |
| 10. emphasis | |

- Phrases and sentences:

1. Sophie is singing into the microphone.
2. Ralph is speaking to Joseph on the telephone.
3. In geography class, we learned that Earth is a sphere.
4. This is a photo of Philip.
5. The dolphin swam right up to Phyllis.
6. The class is reciting the alphabet.
7. This story has five paragraphs.
8. A frog is an amphibian.

- Wiggle Cards:

1. pretend to talk on the phone
2. pretend to sing into a microphone
3. pretend to snap a photo
4. sing the Alphabet Song
5. act triumphant
6. name an amphibian
7. pretend to be a dolphin

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average 856–926 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average 860–927 of those words would be completely decodable.
- The spelling 'ph' is usually pronounced /f/ as in *phone*. However, the letters can also stand for two separate sounds, as in *uphold*.

Lesson 2

✓ 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.

- ✓ 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)

At a Glance	Exercise	Materials	Minutes
Reading Time	Whole Group: Introduce Nonfiction	<i>The Cat Bandit; The War of 1812</i> ; a nonfiction book about cats; additional nonfiction books as indicated; Worksheet 2.1	30
Practice	Baseball Game	prepared word cards	15
	Sound Comparison	Worksheet 2.2	15
Take-Home Material	Practice 'ph'	Worksheet 2.3	*

Advance Preparation

In this lesson, you will introduce students to various genres and formats of nonfiction. You will need to have a copy of *The Cat Bandit* as well as a nonfiction trade book about cats. Additionally, you will need to collect examples of the following genres and formats of nonfiction: history, biography, science, atlas, newspaper, magazine, and (if feasible) a website. Try to pick examples that you think may be of interest to students.

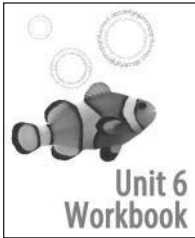
Create displays around the room, grouping and numbering similar genres together. For example, a group of history books might be numbered “1,” a group of science books might be numbered “2,” and so on. Be sure to include a copy of the Unit 6 Reader *The War of 1812* in the group of history books. Students will need to access these materials as they do the scavenger hunt activity in the lesson.

Note: This would be a good time to arrange a presentation by a school librarian who can show students how to find books, including nonfiction books, in your school library.

Gather the spelling word index cards and the ‘ph’ word cards that you prepared for the previous lesson. Additionally, you will need to prepare the following word cards for the Baseball Game.

- | | |
|--------------|----------------|
| 1. knead | 19. wrench |
| 2. knee | 20. whack |
| 3. knife | 21. whim |
| 4. know | 22. whale |
| 5. knight | 23. wheat |
| 6. knit | 24. wheel |
| 7. knock | 25. while |
| 8. knot | 26. white |
| 9. knob | 27. whine |
| 10. wrap | 28. wheeze |
| 11. wrestle | 29. biography |
| 12. wrapping | 30. microphone |
| 13. wrath | 31. paragraph |
| 14. wrist | 32. philosophy |
| 15. wreath | 33. physical |
| 16. wreck | 34. triumph |
| 17. write | 35. asphalt |
| 18. wren | |

Whole Group: Introduce Nonfiction



Worksheet 2.1

- Tell students that we can group books and texts that we read into two different categories or genres. The genres are called fiction and nonfiction.
- Tell students that fiction is an invented or “made-up” story (i.e., an author creates fiction stories and books from his or her imagination). They are not stories that actually happened. Remind students of the Reader *The Cat Bandit*. Ask if anyone remembers what *The Cat Bandit* was about. (It was about a mischievous cat who loved to eat different kinds of food.)
- Draw a T-chart on the board. Place the following titles above each part of the T-chart.

The Cat Bandit	Cats

- Ask students for some characteristics of the book *The Cat Bandit*. Record students’ answers on the T-chart. You may want to remind students of the various terms you have used throughout the year in talking about stories (e.g., characters, setting, and plot). Responses might include:
 - fiction or “made-up” story about a pet cat created by the author
 - based on the author’s imagination
 - All of the cat bandit’s adventures are highly unlikely, (i.e., It is unlikely that an actual cat would have all of these adventures, be so clever, and eat all the things the cat bandit ate)
 - Pictures were drawn by an illustrator based on his or her imagination to accompany the events in the stories.
- Next, show students the nonfiction book about cats that you have available.
- Tell students that nonfiction books are true and contain facts that provide information about the subject.
- Take a few minutes to thumb through the book in front of the class, showing some pictures of real cats and reading a few facts.
- Ask students to help you record some characteristics of the nonfiction book about cats. Some responses might include:
 - There are no stories with invented characters, settings, or plots.
 - It is about real cats.
 - It contains facts and information about cats.
 - The pictures may include actual photographs, though there may be illustrations as well.

- Tell students that fiction books are made up of stories with characters, settings, and plots that have been created by authors.
- Fiction books do often incorporate elements that *could* be real (e.g., families can have pet cats that get into lots of things).
- State that nonfiction books include facts and information about real-life things. People read nonfiction books when they want to learn about a specific topic or person.

Note: You may consider recording these two definitions somewhere in the room on a poster, chart paper, or the board for future reference by students.

- Tell students that in Listening & Learning, they have listened to both fiction and nonfiction read-alouds. Ask students to identify several examples of each. Responses for fiction domains might include *Fairy Tales and Tall Tales*, *Greek Myths*, or any of the individual stories they have heard. Nonfiction domain examples might include *Ancient Greek Civilization*, *The U.S. Civil War*, *Cycles in Nature*, *Insects*, and so on.
- Explain that there are many specific kinds of nonfiction and that you have prepared some displays of different books around the room.

History

- Explain that one type of nonfiction book that tells about events which happened in the past is a history book.
- Ask students what history is. (History is a record of things that happened in the past.)
- Show students the display of history books. Show students a copy of the Reader for Unit 6, pointing out that it is a history book as well. Although students have listened to many nonfiction selections during Listening & Learning, this is the first nonfiction Reader that students will encounter during the Skills part of CKLA in Grade 2.
- Ask students if any of them has ever read any nonfiction history books. If so, what was the book about? (Students may also wish to discuss history selections they have heard read aloud in the Listening & Learning lessons.)
- Ask students if there are any parts of history that they are interested in and would like to learn more about. Encourage them to use the word *history* in their responses: “I would like to learn more about the history of...”

Biography

- Explain that biographies are another genre of nonfiction. Explain that a biography is a particular type of history book: Like all history books, biographies tell about the past, but biographies focus specifically on a person’s life. A biography may be about a person who is still alive today.
- Show students the display of biographies. (You may wish to display a mix of book-length biographies and shorter articles, such as a biographical profile from a magazine.)

- Ask students if any of them has ever read (or listened to) a biography. If so, who was it about? (Answers may vary.)
- Ask students if there are people they are interested in and would like to read a biography about. Encourage them to use the word *biography* in their responses: “I would like to read a biography about...”

Science

- Repeat the same steps for science books, introducing several titles on display. Talk with students about the science nonfiction books they have read or heard, and about the science topics they would like to learn about.

Atlas

- Introduce an atlas, and explain that this is a special kind of nonfiction book called a reference book. This particular type of reference book is called an atlas and is filled with maps.
- Show students one or two of the maps in the atlas.
- Explain that an atlas can also appear in other formats besides books, such as online.

Newspapers

- Hold up a newspaper, and tell students what you are holding.
- Explain that newspapers generally have articles about things that are currently taking place, are about to happen, or have already happened. These kinds of articles are nonfiction.
- Ask students if they have ever looked at a newspaper. (Answers may vary.)
- Leaf through different parts of the paper, pointing out different sections, such as news and sports articles, as well as weather coverage, all of which are forms of nonfiction. Locate the comics if included in the paper, and ask students whether they think the comics are nonfiction or fiction. (fiction)

Magazines

- Hold up a news magazine or another magazine with mostly nonfiction content.
- Explain that many magazines print news and other nonfiction content. Others may print fictional stories.

Websites

- Point out that some websites on the Internet also focus on nonfiction topics. If possible, show students an example or a printout from one or more nonfiction websites.

Scavenger Hunt

- Tell students that they will now go on a scavenger hunt to help them remember the kinds of nonfiction they have just learned about.
- Place students in teams of two. Emphasize that they must work together but should keep their answers hidden from the other teams as they will be in competition with the other teams. Suggest that they keep their papers covered as they move about the room.
- Ask students to turn to Worksheet 2.1. Each team should use only one worksheet and write both team members' names on the line for names.
- Provide students with any rules that you feel may be necessary for moving about the room (e.g., no running, only three teams at a time at any one display). Tell students that when you say, "Go!," each team should read an item on the worksheet and then decide which display of books is the correct answer for that item and write the number of the display on the blank line. The point is not to be the fastest, but to try to answer all the items correctly.
- Tell students that when they think they have completed the scavenger hunt, they are to be seated on the floor (or some other appropriate area in your classroom) to wait for everyone else.
- After all teams have finished, review the answers with the class.

Practice

30 minutes

Baseball Game

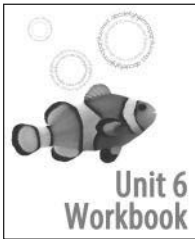
15 minutes

- Shuffle all the cards (spelling word index cards from Lesson 1, 'ph' word cards from Lesson 1, and cards from Advance Preparation in this lesson) that you have prepared.
- Draw a baseball diamond on the board.
- Divide the class into two teams, having one team at a time come to the front of the room and line up in front of the board. (You may choose to have students stay seated and divide the class into teams by the manner in which they are seated.)
- Each team takes a "turn at bat" as follows:
 - Set a timer for 10 minutes, and tell students that whichever team has the most runs when the timer rings is the winning team. Point out that accuracy is important, but so is speed in reading words quickly. The more turns that players have to read words, the more likely their team is to score runs.
 - Pick a card from the pile and ask the first person on the team to read it aloud. If the word is read correctly, draw a line from home plate to first base, signifying a "hit." This player then goes to the back of his team's line, while the next player comes forward to read the next card. If he or she reads the word correctly, draw a line from first to second base. Play continues this way.

- If the fourth player reads the word correctly, draw a line from third base to home plate and mark “1 run” for the team.
- Play continues for this team so long as no words are misread; when a word is misread, the next team takes its turn at bat.
- Collect the cards for use in Lesson 5.

Sound Comparison

15 minutes



Worksheet 2.2

- Ask students to turn to Worksheet 2.2.
- Read through each word pair as a class. Ask students to write “yes” or “no” on the line beside each word pair depending on whether or not the bolded letters stand for the same sound. Complete the front side of the worksheet as a teacher-guided activity.
- Ask students to turn over Worksheet 2.2 and read the words in the box as a class.
- Depending on students’ abilities, the back of Worksheet 2.2 may be completed independently or as a teacher-guided activity.

Take-Home Material

Practice ‘ph’

- Have students take home Worksheet 2.3 to complete.

Lesson 3

✓ 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.

- ✓ 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)
- ✓ 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)
- ✓ 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)

At a Glance	Exercise	Materials	Minutes
Reading Time	Whole Group: Introduce Reader and Timeline	<i>The War of 1812</i> ; Timeline Cards 1–10 and 18–20; tape	30
The /e/ Sound and Its Spellings	Today's Focus Spelling	Vowel Code Flip Book; Individual Code Chart; green markers; spelling leaves; /e/ and /ee/ Spelling Trees; spelling card 'ea' > e; tape; Worksheet 3.1	30
Take-Home Material	Fiction or Nonfiction?	Worksheet 3.2	*

Advance Preparation

The Unit 6 Skills components include a set of 20 Timeline Cards depicting events in early American history that you will use to create a visual timeline to help students contextualize the time period during which the War of 1812 takes place.

Prior to the lesson, survey the wall space in your classroom to determine an appropriate place to create a timeline. It is important that the timeline be readily accessible to students. If possible, we recommend placing the timeline on one or more classroom walls at students' eye level.

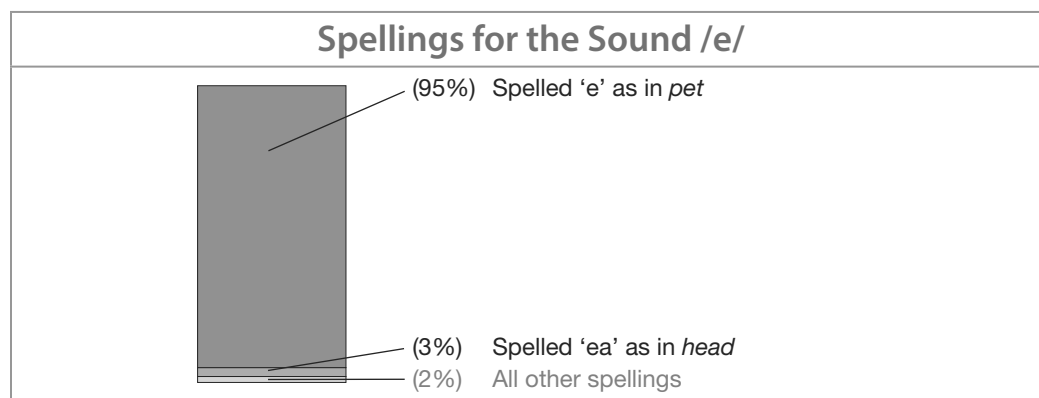
You may want to cut out a strip of bulletin board paper long enough to eventually accommodate all 20 of the Timeline Cards, and tape it to the classroom wall(s). You may also want to identify the start of the timeline by writing the date 1492 at the top or bottom of the timeline. (This is where *Card 1-Christopher Columbus* will be placed during the lesson.) At the end of the timeline, you may want to write the date 1865 at the top or bottom. (This is where *Card 20-Lee surrenders to Grant* will be placed.) It is fine if the timeline wraps around a corner and continues on a second wall.

Additionally, you will need to prepare a new branch for the /e/ Spelling Tree (from Unit 4) and the following new leaves for the Spelling Tree: *head, bread, dead, dread, thread, spread, tread, sweater, breath, and health*.

Note to Teacher

Today you will teach a spelling alternative for the /e/ sound: 'ea' as in *head*. The chart below shows you that 'e' is, by far, the most common spelling for this sound. However, there are more than 200 words that have /e/ spelled 'ea', so it is important that students learn this spelling alternative.

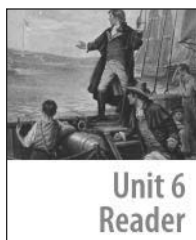
Students should already know the basic code spelling 'e' as in *pet*. The 'ea' spelling is likely to be unfamiliar to many students, although some may have learned to decode this spelling during independent reading.



Here are some patterns for you to be aware of:

- The sound /e/ is very rarely used at the end of a word (*eh, yeh*).
- The /e/ sound is usually spelled with an 'e' at the beginning of a word (*exit, elephant, end*).
- The 'ea' spelling for /e/ appears most often in the middle of a word, with a consonant spelling on either side (*head, bread*).
- Note that there is one spelling for the /e/ sound that is not being taught here: 'ai' as in *said, captain, again*. Words with this pattern will continue to be introduced as Tricky Words.

Whole Group: Introduce Reader and Timeline



- Show students the front cover of the Reader, *The War of 1812*. Explain that this is their first nonfiction Reader. Ask students to explain the genre of nonfiction. (Nonfiction is about true events, people, places, or things in the real world.) Tell students that this Reader describes a war that happened a long, long time ago, beginning in the year of 1812. Our young country, the United States, battled against Great Britain.
- Remind students that earlier in Grade 2, they completed a domain in Listening & Learning on the War of 1812, so the information they will learn in this unit should be familiar to them.
- Now, ask students to look back at the cover and tell you what they see. Prompt students as needed so that they notice and describe the following features of the illustration. Based on the way the men are dressed, the illustration seems to depict a time period long ago. They should observe that the men are on a boat. Point out that the younger boy is resting his arm on a cannon. Guide students in understanding that a cannon was a type of weapon used long ago in wars, so this boat is probably a warship. The men are looking out at the land and the American flag.
- Ask students to turn to the Table of Contents and identify how many chapters there are in this Reader. (13) Also point out that the Reader has an Introduction. Remind students that the Table of Contents is helpful in finding the starting pages of each chapter so they can quickly find their place when reading.
- Share with students that this Reader has a new feature that they have not seen in a Reader before. It is called the *glossary*. Tell students that a glossary is placed at the end of a book. Guide students in finding the glossary in their own Reader. Tell students that the glossary contains definitions of important vocabulary words that occur in the Reader. Ask students why they think a glossary might be helpful. (It provides explanations and information about words a person might not know a lot about.)
- Read the first six words aloud in the glossary, emphasizing the beginning letter of each word: *an*them, *arm*y, *br*anch, *Br*itish, *Cap*itol, *ch*arge. Ask students if they notice a pattern in how the words are arranged. (Students should see that the words are organized in alphabetical order.) Ask students why they think a glossary would be organized in alphabetical order. (It organizes information in a logical way and helps make information easy to locate.)
- Point out that there is information provided after each word. Read the definition for *British* as an example of the kind of definition they will find for words in the glossary.

- Now ask students to turn to **page 12**, while holding their place within the glossary. Point out the bolded word *British*, and explain that whenever a word is bolded in the text, it means that it is included in the glossary. Have students verify that *British* is in the glossary. Explain that when they are reading, if they come to a bolded word that they do not understand, they can always look it up in the glossary.
- Ask students to look back at the Table of Contents and find the page on which the Introduction begins. Have them turn to that page. (**page 2**)
- The pages of the Introduction include images and simple captions. Remind students that a caption provides basic information that lets us know what the image is about. During this lesson, you will discuss only the first six pages of this Introduction as a way to activate students' background knowledge.
- Using the following suggestions, discuss the images on **pages 2–7** in order to provide context for learning about the War of 1812. You can start by having students read each caption and share their first impressions and what they already know about each image. If students provide only partial information, elicit more comprehensive background information by asking leading questions and/or elaborating upon students' responses.

A New Nation: American Independence

- Read the title of this section, and remind students that the United States as we know it today did not always exist.

The United States, Great Britain, and France—This image shows the continents of North America and Europe, with the countries of the United States, Great Britain, and France labeled. Remind students that a long time ago, the country where they live today, the United States, was not divided into 50 separate states. Native Americans lived throughout North America, but it was not as populated (not as many people living in one area) as it is today. Point out that the Atlantic Ocean divides the United States from Great Britain and France. Even though these two countries are far away from the United States, they both played an important role in early American history.

Christopher Columbus—(Note for students that the letters 'Ch' in *Christopher* in the caption sound like /k/.) In 1492, an explorer named Christopher Columbus sailed from Spain to look for a quicker route to India and China, places where there were desirable goods such as gold and spices. Columbus thought he had reached India, so he called the people he encountered "Indians." He actually had landed in and explored North America. Columbus made four voyages altogether.

When people heard about Columbus and his travels, other explorers set off to travel across the ocean to the New World. There were many explorers from European countries, including France and England.

The Pilgrims—The Pilgrims were a group of people from England (later became Great Britain) who sailed to America on a ship called *The Mayflower* to start a new life. The Pilgrims came to North America so they could have the freedom to practice their own religion. Their first winter in New England

Students who completed the CKLA Grade 1 sequence should be familiar with these topics as they were covered in the Listening & Learning domain *A New Nation: American Independence*.

was very hard as the Pilgrims were not used to the weather and did not know how to grow food in the new land. They depended on the help of Native Americans for their survival. The first Thanksgiving celebrated their first successful harvest.

The Revolutionary War—The Revolutionary War took place when America’s 13 colonies fought for their independence from Great Britain. To be independent means to be free from the control of others; the colonies wanted to form their own rules and no longer pay taxes to Great Britain. The United States won the war.

The American Government

- Read the title of this section and tell students that the early colonists were determined to govern their new nation differently than the way that Great Britain was governed.

The Declaration of Independence—This document was signed on July 4, 1776. The United States declared, or stated, their independence from Great Britain; the signing of the Declaration of Independence is celebrated each summer on the Fourth of July. The document lists the natural rights that the Founding Fathers believed all people have. The Declaration of Independence includes the famous lines “all men are created equal” and that they have the right to “Life, Liberty, and the Pursuit of Happiness.”

The Constitution—This is another important document of the United States. The Constitution is the highest law in the United States, and it shapes the laws that affect many aspects of American life. It details how the country should be governed. A man named James Madison (he was later elected to be the fourth president) created a plan that shaped the Constitution. For this reason, he is called the “Father of the Constitution.” The Constitution starts with the phrase “We the People.” This means that the Constitution is meant to represent the people of the United States. The content of the Constitution can only be changed by the people or their representatives.

The Founding Fathers—(Note for students that the letter ‘a’ in *Fathers* in the caption sounds like /o/.) George Washington, John Adams, Thomas Jefferson, and James Madison were the first four presidents after the United States won its independence from Great Britain. A person becomes a president by being elected by the people of the United States. Washington, Adams, Jefferson, and Madison were each elected by the people to lead the United States as its president. They did not have the power that a king has, but had to work with others to make big decisions and pass laws. These four men were also part of a larger group of men called the Founding Fathers. The Founding Fathers created and signed the Declaration of Independence and then later the Constitution.

The British Government

- Read the title of this section, and tell students that Great Britain had a very different form of government than the United States.

King George III—The king of Great Britain was not elected into this position by the people he ruled. Instead, he became king because he was a son of a king. The British people did not have a choice. King George III ruled in Great Britain during the Revolutionary War and the War of 1812. King George III could make his own rules and did not have to get other people to agree with his decisions.

Where Parliament meets—(Note for students that the letters ‘ia’ in *Parliament* in the caption sound like /ə/.) This is the part of the British government responsible for making laws. The reigning British king or queen is the head of Parliament. During the 1700–1800s, the king (or queen) made the final decision regarding any laws and did not need the support of Parliament.

Early Colonial Life

- Read the title of this section and remind students that when the United States was a young country, life was very different than today.

Map of the 13 original colonies—Point out that in the beginning, the United States was not as large a country as it is now. Remind students that people came to live in the 13 colonies for different reasons, such as to have religious freedom or to look for riches.

Colonial farmers—(Note for students that the letter ‘i’ in *Colonial* in the caption sounds like /ee/.) Point out that people living in the new country survived through agriculture (living off the land through farming).

American port—Ask students to look back at the map of France and Great Britain on **page 2**. Explain that the United States sold goods such as cotton and tobacco to these countries. Ships carried goods from the United States across the Atlantic Ocean to Great Britain and France. French and British ships also brought other goods back to the United States. Transatlantic trade was therefore important for both making money and for receiving goods.

Westward expansion—Over time, people began to move west and explore the land of North America. Pioneers were people who went to explore or live in a place that they didn’t know very much about. There were people, referred to as Native Americans, already living in these areas. Native Americans had been living on the land for a long time before the pioneers came to explore and claim land for the United States. Sometimes the meetings and interactions between the pioneers and Native Americans were peaceful, and sometimes they were not.

Note: Stop here in your review of the Introduction. Tell students that they now have an idea of the history and events leading up to the War of 1812. They will review and discuss the remaining images in the Introduction once they start reading about the War of 1812.

This is a lot of time for Grade 2 students to sit and listen. Feel free to take a break using the Wiggle Cards if you believe it is appropriate for students.

- Introduce the concept of a timeline to students. Point out the timeline wherever you have decided to display it in the room. Explain that this is a way to organize and visually represent historical events in the order in which the events took place. (Students should already be familiar with the concept of timelines through their work in the Listening & Learning lessons.)
- Tell students that you are going to use images to represent the early history of the United States and that they will help you place them on the timeline.

Note: At this time, you will only display Cards 1–10 and 19–20 on the timeline. The remaining cards will be placed on the timeline during subsequent lessons as students read about the events of the War of 1812.

- Tell students that you will be showing them images that depict the same period in history and the historical events that they just discussed while examining the Introduction in the Reader.
- Shuffle **Timeline Cards 1–10** and pass them out to groups of students. Ask students to study the cards and be prepared to describe the image on the card and come forward to place their card in the correct chronological order on the timeline.
- Point out the starting point on the timeline and the date of 1492 and ask if anyone remembers what important event took place on this date. Ask whoever has the image card of Christopher Columbus to come forward and place the card on the timeline.
- Encourage students to refer to the order that the images in the Introduction are arranged to determine which images come next. Call on each group to place their card on the timeline. Lightly tape each card to the timeline, as you may need to go back and rearrange the cards as more cards are placed on the timeline. Once all cards have been placed and are correct, tape the cards more securely to the timeline.

Note: Here is a list of the Timeline Cards used in this lesson, which are numbered in chronological order, with a description of each included for your reference:

- **Timeline Card 1:** An image from a painting of Christopher Columbus landing in the New World
- **Timeline Card 2:** A Pilgrim man
- **Timeline Card 3:** The Boston Tea Party
- **Timeline Card 4:** Paul Revere’s ride warning of the British attack
- **Timeline Card 5:** The Declaration of Independence
- **Timeline Card 6:** Thomas Jefferson
- **Timeline Card 7:** George Washington
- **Timeline Card 8:** The U.S. Constitution
- **Timeline Card 9:** James Madison
- **Timeline Card 10:** Pioneers moving west

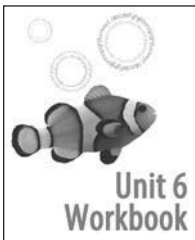
Note: Timeline Cards 11–17 are described in the lessons in which they are addressed.

- Now show **Timeline Cards 19 and 20** to students. Explain that these images show another period of American history that students have studied earlier this year in Listening & Learning. If students do not immediately recognize the images, point out that these men were involved in the Civil War: Abraham Lincoln, the president during the Civil War; Robert. E. Lee, a military leader for the Confederacy (the South); and Ulysses S. Grant, a military leader for the Union (the North). Tell students that you are going to place these cards at the end of this particular timeline, and then tape the cards to the timeline.
 - **Timeline Card 19:** Abraham Lincoln
 - **Timeline Card 20:** Grant and Lee sign documents to end the U.S. Civil War
- Close the lesson by pointing out that the timeline shows a series of events in early American history. Point to the blank area of the timeline in which no cards are taped, and ask if students can guess what events will be placed here. (War of 1812 events) The War of 1812 occurred before the Civil War. Explain that as students read each chapter about the War of 1812, they will add more cards to this blank space in the timeline.

The /e/ Sound and Its Spellings

30 minutes

Today's Focus Spelling



Worksheet 3.1

Note: Display the Vowel Code Flip Book and have the Spelling Card listed in the At a Glance chart ('ea' > /e/) readily available. Also have the Spelling Trees for /e/ and /ee/ ready to be displayed.

- Tell students that today's letter-sound correspondence can be found on the following page of the Vowel Vowel Code Flip Book.

Vowel Code Flip Book

1. 'ea' > /e/ (*head*) Vowel Code Flip Book page 3

- Tell students that today they will work with words that include the spelling 'ea'.

- Point to the /ee/ Spelling Tree and remind students that they have already learned that the ‘ea’ spelling can stand for /ee/, as in **eagle**, **beast**, **mean**, **easy**, **scream**, and **Easter**. Have students read existing ‘ea’ words on the /ee/ Spelling Tree and/or suggest new words with ‘ea’ spelling sounded /ee/. (Answers may vary.)
- Explain that today students will learn a new sound that ‘ea’ can represent: the ‘ea’ spelling for /e/.
- Remind students that they have already learned many words in which the spelling ‘e’ is /e/, as in **pet**, **get**, and **set**. Have students read examples of these words from the /e/ Tree.
- Turn to **page 3** of the **Vowel Code Flip Book**, and put the Spelling Card on the appropriate space. Discuss the power bar.
- Tell students that today’s letter-sound correspondence can be found on this page of the Individual Code Chart.

Individual Code Chart

1. ‘ea’ > /e/ (*head*) Individual Code Chart page 7

- Hand out the green markers. Have students turn to **page 7** of the **Individual Code Chart**.
- Guide students in outlining the appropriate card on the chart as well as the spelling.
- Shuffle the leaves you prepared with the ‘ea’ spellings.
- Hold up one of the leaves you prepared, and call on a student to read the word and identify the spelling for /e/. Have the student tape the leaf to the appropriate branch.
- Have students look at the Individual Code Chart. Ask students which of the spellings they have learned for /e/ has the longest power bar. (‘e’) Explain that ‘e’ is used as a spelling for /e/ in more words than ‘ea’.
- Ask students to turn to Worksheet 3.1.
- Have all students read the words in the box together as a class.
- Complete the worksheet as a teacher-guided activity.

Take-Home Material

Fiction or Nonfiction?

- Have students take home Worksheet 3.2 to complete.

Supplemental Materials

- Newly decodable words:

- | | |
|------------|-------------|
| 1. head | 10. health |
| 2. read | 11. meant |
| 3. instead | 12. wear |
| 4. death | 13. bread |
| 5. dead | 14. breath |
| 6. weather | 15. wealth |
| 7. bear | 16. feather |
| 8. lead | 17. heaven |
| 9. spread | 18. leather |

- Decodable homophones:

1. led—lead
2. red—read
3. whether—weather

- Phrases and sentences:

1. under the weather
2. dead ringer
3. head over heels
4. hit the nail on the head
5. lost his head
6. Spread the peanut butter on bread.
7. He placed the hat on his head.
8. This is good weather for a picnic!
9. I need a loaf of bread.
10. The sun is making me sweat.
11. It's so cold that I can see my breath.
12. feather in your cap
13. in over my head
14. share the wealth

- Wiggle Cards:

1. tap your head
2. spread your arms
3. take a deep breath
4. act like a bear
5. act like you are sweating

- Chain:

1. threat > thread > bread > dread > read > head > lead > dead > deaf > death

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average 860–927 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average 860–933 of those words would be completely decodable.
- The spelling 'ea' can be pronounced /ee/ as in *meat*, or /e/ as in *head*.

Lesson 4

✓ 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 read-aloud (RI.2.1)
- ✓ Describe the connection between a series of historical events in a nonfiction/informational read-aloud (RI.2.3)
- ✓ Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions (RI.2.4)
- ✓ Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with a nonfiction/informational read-aloud and explain how these graphics clarify the meaning of the read-aloud (RI.2.7)
- ✓ Describe how reasons or facts support specific points the author makes in a nonfiction/informational read-aloud (RI.2.8)
- ✓ Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 2-4 (RI.2.10)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Reading Time	Whole Group Read-Aloud: "America in 1812, Part I"	prepared timeline from Lesson 3	40
Practice	Baseball Game	prepared word cards	20

Advance Preparation

You will need to prepare the following word cards for the Baseball Game.

1. head
2. read
3. instead
4. death
5. dead
6. weather
7. feat
8. threat
9. thread
10. bread
11. dread
12. sweat
13. breath
14. wealth
15. weather
16. sweater

Note to Teacher

During the Listening & Learning portion of CKLA, you are helping children build a broad foundation of general knowledge. This nonfiction read-aloud is one that students heard earlier in Grade 2 during the domain *The War of 1812*. The read-aloud will be used to provide context for the unit Reader, *The War of 1812*, as well as provide another opportunity for the teacher to model for children how to read nonfiction. You may also want to use the Flip Book for *The War of 1812* domain to show the images to students as you share the read-aloud.

Reading Time

40 minutes

Whole Group Read-Aloud: “America in 1812, Part I”

- Direct students’ attention to the timeline that you created together in Lesson 3.
- Discuss the timeline events as a class. Point out that many events are missing in the middle of the timeline.
- Tell students that you will share a read-aloud that students heard earlier in Grade 2 Listening & Learning to help them remember what was happening in the United States before the War of 1812.
- Tell students that the read-aloud you are going to share is “America in 1812, Part I.”

America in 1812, Part I

From 1775 to 1783, America fought Great Britain for independence. This conflict was called the Revolutionary War. Against all odds, America won! What had been the thirteen original colonies officially became the United States of America. After gaining independence, the American people did not want kings or queens governing them anymore. Americans wanted to create a new kind of government. They wanted to be able to elect individuals to represent the people and act with their best interests in mind. They wanted a government that was “by the people, for the people.”

To help create the new form of government, several elected leaders met in Philadelphia in May and June of 1787. Some leaders who could not attend, such as Thomas Jefferson and John Adams, wrote down their ideas. Together this group of leaders became the Founding Fathers. The Founding Fathers’ ideas all came together in a document called the United States Constitution.

The Constitution became the framework for the American government. A man named James Madison had a clear vision of how the United States should govern itself. James Madison is known as the Father of the Constitution because he put all of the ideas together by writing the Constitution, with the help of George Washington. He also became the fourth president of the United States.

Check for Comprehension

1. *Literal* What's the name of the document that became the framework for the American government? (the Constitution)
2. *Literal* Who is the Father of the Constitution? (James Madison)

For many years after the Revolutionary War, the United States grew larger and wealthier. New states, such as Vermont, Kentucky, Tennessee, Ohio, and Louisiana, were added. New territories were also settled. In 1803, President Thomas Jefferson purchased the Louisiana Territory from France. This purchase more than doubled the size of the United States.

Check for Comprehension

1. *Literal* What was the name of the area of land the United States purchased from France? (the Louisiana Territory; the Louisiana Purchase)

Meanwhile, across the Atlantic, France and Britain went to war against each other. This series of wars became known as the Napoleonic Wars, named after the French leader at the time, Napoleon Bonaparte. Napoleon Bonaparte wanted to make France the most powerful nation in the world. Britain was determined to stop him. The United States considered both France and Great Britain to be its friends. It did not want to get involved in these costly and destructive wars. Even though the Napoleonic Wars were being fought all the way across the Atlantic Ocean, they greatly affected the United States.

Much of the United States's growth during this time depended upon trade with France and Great Britain. Britain and France had many merchant, or trading, ships. These ships sailed across the Atlantic to trade goods with the United States, Canada, and with many of the

British- and French-owned islands in the Caribbean. For example, the United States sent flour and tobacco to France and Great Britain. Great Britain and France received sugar and coffee or cocoa from other countries.

Both countries wanted to stop the other from trading with the United States. They each tried to prevent the other from getting money and supplies. They also did not want the United States to choose sides.

To keep the French from trading with the United States, the British blockaded, or blocked, several U.S. ports. They also blocked several important ports in Europe. This seriously hurt U.S. trade. France and Britain both had large naval fleets positioned in the Atlantic Ocean to attack each other's ships. To make matters worse, the British and the French began to seize, or capture, American ships loaded with valuable cargo. It became almost impossible to safely transport goods from the United States to foreign ports. It was also more and more difficult for Americans to receive much-needed goods.

Merchant ships weren't the only ships in the sea! The United States and Great Britain also had naval ships. Life in the British navy was not easy. Conditions on their naval ships were terrible, and punishments were harsh. Because of this, the British navy had a hard time finding men who wanted to be sailors. To get more sailors, the British began to capture men from American ships and force them to join the British navy. They claimed these sailors were British deserters. However, more times than not, the sailors that were seized weren't even British. But that did not stop the British from doing it. This practice of forcing men into the British navy was called impressment.

The impressment of U.S. citizens upset the American people and the U.S. government. As time went on, the United States found that it was losing more and more valuable cargo, sailors, money, and even ships. They demanded that the British stop impressing American sailors. But the British refused.

Wrap-Up

- Tell students you will give them a *Think Pair Share* question. They should think about the question, then turn to a neighbor and discuss the question.
- Tell students that afterwards you will then call on several students to share what was discussed.

Think Pair Share

1. *Inferential* What were the things that the British were doing that angered the United States? (The British were stopping American ships, stealing their cargo, and capturing, or impressing, American sailors. They also blockaded U.S. ports.)

Practice

20 minutes

Baseball Game

- Shuffle all the cards (spelling word index cards from Lesson 1, ‘ph’ word cards from Lesson 1, and cards from Advance Preparation in this lesson) that you have prepared.
- Draw a baseball diamond on the board.
- Divide the class into two teams, having one team at a time come to the front of the room and line up in front of the board. (You may choose to have students stay seated and divide the class into teams by the manner in which they are seated.)
- Each team takes a “turn at bat” as follows:
 - Set a timer for 10 minutes, and tell students that whichever team has the most runs when the timer rings is the winning team. Point out that accuracy is important, but so is speed in reading words quickly. The more turns that players have to read words, the more likely their team is to score runs.
 - Pick a card from the pile, and ask the first person on the team to read it aloud. If the word is read correctly, draw a line from home plate to first base, signifying a “hit.” This player then goes to the back of his team’s line, while the next player comes forward to read the next card. If he or she reads the word correctly, draw a line from first to second base. Play continues this way.
 - If the fourth player reads the word correctly, draw a line from third base to home plate and mark “1 run” for the team.
 - Play continues for this team so long as no words are misread; when a word is misread, the next team takes its turn at bat.

Lesson 5

✓ Objectives

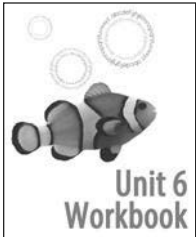
The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ 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)
- ✓ Determine the meaning of unknown words and phrases in nonfiction/informational text read independently (RI.2.4)
- ✓ Identify and use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a nonfiction/informational text (RI.2.5)
- ✓ 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 the following Tricky Words: *Great Britain, Europe, native, Americans, war* (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)
- ✓ Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (SL.2.6)
- ✓ Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases (L.2.4e)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Spelling	Spelling Assessment	Worksheet 5.1	30
Reading Time	Whole Group: “Trouble with the British”	<i>The War of 1812</i> ; board or chart paper; Worksheet 5.2	30

Advance Preparation

Be sure to erase the spelling table from the board and/or turn the table over so students cannot refer to it during the assessment.

10 Spelling Assessment

Worksheet 5.1

- Have students tear out Worksheet 5.1.
- Read the first spelling word aloud, use it in a sentence, and then read the word once more, allowing students time to write the word.
- Repeat this procedure with each of the remaining words.

- | | |
|------------|-------------|
| 1. traffic | 11. margin |
| 2. noise | 12. ferret |
| 3. finish | 13. gentle |
| 4. night | 14. whistle |
| 5. graph | 15. ginger |
| 6. kneel | 16. window |
| 7. dolphin | 17. jolly |
| 8. wrinkle | 18. western |
| 9. photo | 19. jungle |
| 10. ripple | |

Tricky Word: Britain

- Direct students' attention to the lines on the back of the worksheet. Tell students to write the sentence "The United States went to war against Great Britain." Slowly repeat this sentence twice.
- At the end, go back through the list and read each spelling word one more time.
- After all the words have been called out, tell students you will now show them the correct spelling for each word so they may correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then onto the sentence.
- Circle the following words on the board. Ask students to write the words in alphabetical order on the back of the worksheet.

1. window
2. whistle
3. western

- After students have finished, write the three words in alphabetical order for students to correct their papers.

1. western
2. whistle
3. window

Note to Teacher

At a later time today, you may find it helpful to use the Spelling Analysis Chart provided at the end of this lesson to analyze students' mistakes. This will help you understand any patterns that are beginning to develop or that are persistent among individual students.

Reading Time

30 minutes

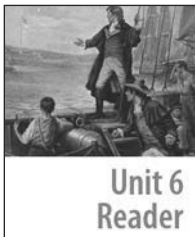
Whole Group: "Trouble with the British"

Introducing the Chapter

- Tell students that the title of today's chapter is "Trouble with the British."
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Previewing the Tricky Words

- You may wish to preview the following Tricky Words before reading the chapter:
 - **Great Britain**—Students might expect to pronounce *Great* as /g/ /r/ /ee/ /t/ or even /g/ /r/ /e/ /t/, but the 'ea' is pronounced /ae/: /g/ /r/ /ae/ /t/. They may think that *Britain* is pronounced /b/ /r/ /i/ /t/ /ae/ /n/. However, the correct pronunciation is /b/ /r/ /i/ /t/ /ə/ /n/.
 - **Europe**—Students might expect to pronounce *Europe* /e/ /er/ /oe/ /p/. However, the correct pronunciation is /y/ /er/ /ə/ /p/.
 - **native**—Students might expect to pronounce *native* as /n/ /a/ /t/ /ie/ /v/, but it is pronounced /n/ /ae/ /t/ /i/ /v/.
 - **Americans**—Students might expect to pronounce *Americans* as /a/ /m/ /er/ /i/ /k/ /a/ /n/ /s/, but it is pronounced /ə/ /m/ /ae/ /r/ /i/ /k/ /ə/ /n/ /z/.
 - **war**—Students might expect to pronounce *war* as /w/ /ar/ or /w/ /er/. However, the correct pronunciation is /w/ /or/.
 - **signature**—Students might expect to pronounce *signature* as /s/ /i/ /g/ /n/ /a/ /t/ /er/. However, the correct pronunciation is /s/ /i/ /g/ /n/ /ə/ /ch/ /er/.



Chapter 1



Worksheet 5.2

Students should be familiar with the Tricky Words *Britain* and *Europe* from previous stories and spelling words. You may also have them try sounding out the other Tricky Words by using their decoding skills.

Previewing the Vocabulary

- Preview specific vocabulary immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “Trouble with the British” is listed in bold print after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.

Vocabulary for “Trouble with the British”

1. **British**—people who are from Great Britain (**12**)
2. **U.S. Congress**—the people elected to make laws for the United States (**12**)
3. **declare war**—to officially say that one country will start a war with another country (**declaring war**) (**12**)
4. **trader**—someone who exchanges something to get something in return (**traders, traded, trading, trade**) (**16**)
5. **army**—a group of soldiers trained to fight on land (**18**)
6. **navy**—a group of soldiers trained to fight battles at sea on board ships (**18**)
7. **impressment**—the state of being forced to serve in the British Navy (**impressed**) (**18**)

- Assist students in decoding these words in the following way:
 - Write the vocabulary word on the board.
 - Divide the word into syllables.
 - Cover one syllable at a time with your hand and segment the word.
 - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
 - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

Note: Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted.

1. Brit | ish
2. U.S. Con | gress
3. de | clare war
4. tra | der
5. ar | my
6. na | vy
7. im | press | ment

Guided Reading Supports and Purpose for Reading

Note: It is important that you stop frequently to ask students questions and check for their understanding of the material, much in the same way you use the Guided Listening Supports in Listening & Learning. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so that the misunderstandings do not compound over time.

You will introduce a new practice with this chapter as you model taking notes on chart paper after students read and discuss each set of pages. Point out that many people find it helpful to make notes of important information when they read nonfiction.

- Be sure to call students' attention to and discuss the images and captions accompanying the text, as they often reinforce understanding of the text.
- Also, call students' attention to the bolded vocabulary words in the chapter, noting that they are included in the glossary.
- Remind students that the glossary is at the end of the Reader. Point out that all of the vocabulary words for the entire Reader are listed here in one alphabetical list. To find the bolded vocabulary words for this chapter, students will need to look down the list and use their skills in alphabetizing. As an example, the first vocabulary word for this chapter is *British*.
- Also point out that some words in the glossary have a word in parentheses at the end of the definition. Note for students that the word in parentheses is another form of the vocabulary word that appears in the Reader. For example, the words *declare war* and another form of it, *declaring war*, appear in the same chapter together. In other cases, the word in parentheses appears in the chapter but the vocabulary word does not, so students will have to look closely to see which form of the word appears as they read.
- Have students look at the words in the glossary that begin with the letter 'd' and find the words *declare war*. The glossary can be used at any time to help remind students of the meanings of new words. Encourage them to refer to it when they are reading silently.

Pages 12 and 13

- Read the title of the chapter together as a class, "Trouble with the British."
- Call students' attention to the image of James Madison on **page 13**.
- Have students read the caption on **page 13**, and point out that it describes the image.
- Tell students to always read captions to gain information.
- Introduce the words *British*, *U.S. Congress*, and *declare war* as vocabulary words.
- Ask students, "Where in the Reader could we find the definition of *British* quickly?" (the glossary)

Note for students that *U.S.* is an abbreviation for *United States*. They will see this abbreviation throughout the Reader.

- Ask students to turn to the glossary and locate words that begin with the letter ‘b’. Have them find the word *British*, and call on one student to read the definition.
- Redirect students’ attention to **page 12**. Have them locate the word *British* on **page 12**.
- Have students look up the words *U.S. Congress* in the glossary, and read the definition together as a class.
- Have students look up the words *declare war* in the glossary, and read the definition together as a class. Point out that the words *declaring war* are listed in parentheses at the end of the definition, indicating that students will come across this form of the expression in the same chapter as *declare war*.
- Read **page 12** aloud to students as they follow along, asking them listen for the answer to the question: “What did Madison have to do?”
- After reading aloud the page, restate the question and ask students to answer. (Madison had to decide what to do: ask the U.S. Congress to declare war, or try to keep the peace.) Record the answer on the board or chart paper, pointing out to students that you are making notes as each set of pages is read to help you remember the important information in the chapter.

Pages 14 and 15

- Tell students to read the first paragraph on **page 14** to themselves to find the answer to the question: “What two countries in Europe were at war?”
- When students have finished reading, restate the question and ask students to answer. (Britain and France) Record the answer on the board or chart paper.
- Tell students to read the second paragraph on **page 14** to themselves to find the answer to the question: “Who led the French and what was he like?”
- When students have finished reading, restate the question and ask students to answer. (Napoleon led the French and he was a brave leader.)
- Direct students’ attention to the image on **page 15**, and read the caption aloud as a class.

Pages 16 and 17

- Have students look in the glossary for the word *trader*, and read the definition together as a class. Note the plural form of the word at the end of the definition (*traders*), and tell students they will see this form of the word in the chapter instead of *trader*. Note for students that *trader* and *traders* are both nouns. Also note that students will see the verb forms of the word in this chapter: *traded*, *trading*, and *trade*.
- Call on one student to read aloud the first two paragraphs on **page 16**, asking students to listen for the answer to the question: “What did most Americans think about this big war at first?”

- After the student finishes reading aloud, restate the question and ask students to answer. (Most Americans did not care to get involved.) Record the answer on the board or chart paper.
- Tell students to read the last two paragraphs on **page 16** to themselves. Give students time to read.
- When students have finished reading, ask, “Who did the Americans have problems with?” (both the French and the British) Record the answer on the board or chart paper.
- Direct students’ attention to the image and caption on **page 17**, and call on one student to read the caption aloud.

Pages 18 and 19

- Have students look in the glossary for the words *army* and *navy*, and read the definitions together as a class.
- Have students look in the glossary for the word *impressment*, and read the definition aloud to them. Note for students that *impressed* is another form of the word that appears in this chapter.
- Tell students, “I wonder why the British needed all the men they could get. Let’s read the first two paragraphs on **page 18** to find out.”
- When students have finished reading, restate the question and ask students to answer. (They needed all the men they could get because some people quit the navy and others ran away. They needed men so they could defeat the French.) Record the answer on the board or chart paper.
- Call on one student to read aloud the last paragraph on **page 18**.
- Ask, “Why were Americans angry about what the British did?” (They were angry because sometimes the British weren’t careful and grabbed Americans.) Record the answer on the board or chart paper.
- Read the caption on **page 19** aloud as a class, and have students look at the image.

Pages 20 and 21

- Tell students to read the first two paragraphs on **page 20** to find the answer to the question: “What did Americans do as the country grew?”
- When students have finished reading, restate the question and ask students to answer. (Americans went west and set up farms.) Record the answer on the board or chart paper.
- Ask, “Why was this a problem?” (There were already people living there.)
- Say, “I wonder which people were already living there. Let’s read the rest of **page 20** to find out.” Give students time to read the remaining two paragraphs.

- When students have finished reading, restate the question and ask students to answer. (Native Americans were already living there.) Record the answer on the board or chart paper.
- Ask, “How did Native Americans respond to settlers moving onto land where they lived?” (Native Americans did not like this. There were many fights between settlers and Native Americans.) Record the answer on the board or chart paper.
- Discuss the image on **page 21** with students, and read the caption aloud as a class.

Pages 22 and 23

- Read aloud the first two paragraphs of **page 22** as a class.
- Ask, “Why did people in the United States feel they needed to fight back?” (They said the British were helping Native Americans attack American settlers.) Record the answer on the board or chart paper.
- Tell students to read the remaining paragraph on **page 22** to find the answer to the question: “What were reasons for not declaring war?”
- When students have finished reading, restate the question and ask students to answer. (A war causes death, wrecks towns, and costs a lot of money. Plus, Americans felt that the British would not be easy to defeat.) Record the answer on the board or chart paper.
- Direct students’ attention to the image on **page 23**, and call one on student to read aloud the caption.

Wrap-Up

- Direct students’ attention to the notes you recorded while reading. Read the notes aloud as a class.
- Ask students if there is additional information that should be added to the notes.
- Tell students that even though Americans were angry with the British, there were good reasons not to go to war, which students read about.

Note: Keep the notes on display for use in the next lesson.

- If there is time, have students complete Worksheet 5.2 as a teacher-guided activity.

Spelling Analysis Directions

Unit 6, Lesson 5

- The most likely errors to occur with these spelling words is the omission and/or misspelling of ‘wr’ as ‘r’; ‘ph’ as ‘f’; ‘wh’ as ‘w’; ‘kn’ as ‘n’.
- The second most likely error may be incorrectly alphabetizing the words on the back of the spelling assessment. Additional instruction will be given with this skill as the unit progresses.
- Although any of the above student-error scenarios may occur, you should still be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors that the student makes in the Spelling Analysis Chart. For example:
 - Is the student consistently making errors on specific vowels? Which ones?
 - Is spelling of the schwa sound a consistent problem?
 - Is the student consistently making errors on double consonants?
 - Is the student consistently making errors at the end of the words?
 - Is the student consistently making errors on particular beginning consonants?

Spelling Analysis Chart Lesson 5

		Tricky Word: Britain																		
		19. jungle																		
		18. western																		
		17. jolly																		
		16. window																		
		15. ginger																		
		14. whistle																		
		13. gentle																		
		12. ferret																		
		11. margin																		
		10. ripple																		
		9. photo																		
		8. wrinkle																		
		7. dolphin																		
		6. kneel																		
		5. graph																		
		4. night																		
		3. finish																		
		2. noise																		
		1. traffic																		
Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Lesson 6

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

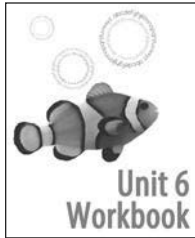
- | | |
|---------------|---------------|
| 1. after | 11. hamburger |
| 2. barber | 12. turtle |
| 3. camera | 13. marker |
| 4. difference | 14. parcel |
| 5. birthday | 15. ramparts |
| 6. swirling | 16. safari |
| 7. thirteen | 17. informer |
| 8. chirping | 18. organize |
| 9. burden | 19. perform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

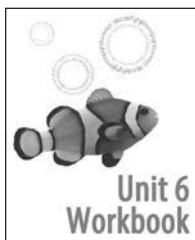
- Tell students that today they will reread Chapter 1, “Trouble with the British” with a partner.
- Direct students’ attention to the notes you recorded during the previous lesson. Read through the notes with students to review what they read during the previous lesson.
- Take the time to answer any 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 | Tricky Word: war |

- 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 |

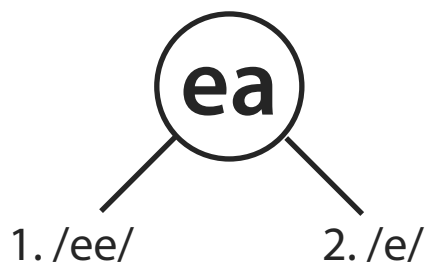
- Tell students the words will remain on display until the assessment so that they may refer to them during the week.
- Tell students they will take home Worksheet 6.2 to share with a family member.

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

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

- 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.

Lesson 7

✓ 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 read-aloud (RI.2.1)
- ✓ Describe the connection between a series of historical events in a nonfiction/informational read-aloud (RI.2.3)
- ✓ Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions (RI.2.4)
- ✓ Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with nonfiction/informational read-aloud, and explain how these graphics clarify the meaning of the read-aloud (RI.2.7)
- ✓ Describe how reasons or facts support specific points the author makes in a nonfiction/informational read-aloud (RI.2.8)
- ✓ Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 2–4 (RI.2.10)
- ✓ Use adverbs appropriately orally and in own writing (L.2.1e)

<i>At a Glance</i>	Exercise	Materials	Minutes
Reading Time	Whole Group Read-Aloud: “America in 1812, Part II”		30
Grammar	Introduce Adverbs	Worksheet 7.1	30

Advance Preparation

You may want to use the Flip Book for *The War of 1812* domain to show the images to students as you share the read-aloud.

Whole Group Read-Aloud: “America in 1812, Part II”

- Ask students to recall information from the read-aloud “America in 1812, Part I” in a previous lesson.
- In addition, ask students to share what they learned from reading the chapter “Trouble with the British” in the *War of 1812 Reader*.
- Tell students that the read-aloud you are going to share is “America in 1812, Part II.” They will hear more about what was going on in America in 1812.

America in 1812, Part II

After the Revolutionary War, each of the first three presidents of the United States wanted the United States and Great Britain to be friends again. Even before the Napoleonic Wars began, George Washington had tried to establish a peaceful relationship with the British. Under his leadership, the United States and Great Britain signed a treaty called Jay’s Treaty. In this treaty, the British promised not to get involved or interfere with the United States’ business or activities.

During this time, one of the most common ways for two countries to maintain a good relationship was to trade with each other. The United States sent flour and tobacco and other goods to Great Britain. Great Britain sent tea and manufactured goods to America.

When the Napoleonic Wars began in Europe, France and Great Britain became enemies. The United States was caught in the middle. The U.S. government really did not want to have to get involved. Merchants in New England relied on trade with Britain to run their businesses. France had helped America during the Revolutionary War. The United States wanted to keep that friendship, too. However, when U.S. ships, cargo, and sailors were being threatened—especially by the British—the United States could not ignore it.

Check for Comprehension

1. *Inferential* Why do you think the United States wanted to have good relations with Britain and France? (Answers may vary, but could include that as a young nation, with a small army and navy, they did not want to go to war. They also wanted to trade with both Britain and France.)

You might think that what was happening at sea was enough to drive the United States to go to war with Great Britain. But, there were even more problems on American land. Even though Britain had lost the thirteen colonies to America, it still had control of land in the northern Great Lakes region, and the northwestern territories. Britain also controlled part of what is now Canada. The British had forts and outposts along the United States and Canadian border.

Check for Comprehension

1. *Literal* What areas of land in North America did Britain still control? (the northern Great Lakes region, the northwestern territories, and part of what is now Canada)

Most Americans during this time were farmers. Many, many settlers were moving west in search of land to farm. The U.S. government began to suspect that the British were interfering with Americans who were settling in the northern territories, especially in the Ohio River Valley and the Indiana Territory. They believed that Britain was using its outposts in Canada to help Native Americans who were fighting to defend their land from the settlers.

Check for Comprehension

1. *Literal* In 1812, what job did most Americans have? (In 1812, most Americans were farmers.)

In 1811, many Native Americans fought to remove settlers from their land in the Battle of Tippecanoe. The U.S. army fought back. The American soldiers had reason to believe that the Native Americans received weapons from the British. The British denied it. They insisted that they were only trading with Native Americans—nothing more.

Check for Comprehension

1. *Literal* What did the U.S. government suspect Britain of doing? (arming Native Americans)
2. *Inferential* Why do you think that Native Americans did not want settlers on their land? (because Native Americans feared the settlers would take their land away from them)

Wrap-Up

- Tell students you will give them a *Think Pair Share* question. They should think about the question, and then turn to a neighbor and discuss the question.
- Tell them that you will then call on several students to share what was discussed.

Think Pair Share

1. *Evaluative* Why do you think Native Americans and frontier settlers were in conflict with each other? [Ask students to think about what Native Americans must have felt as they saw more and more settlers moving onto their land.] (Answers may vary.)

Grammar

30 minutes

Introduce Adverbs



Worksheet 7.1

- Remind students that they have learned three parts of speech: *nouns*, *adjectives*, and *verbs*. They have already learned that adjectives describe nouns. Explain that today they will learn about a new part of speech that describes or refers to verbs; it is called an *adverb*.
- Write the word *adverb* on the board. Have students repeat the word.
- Explain that an adverb is a word that tells about the action of a verb or how something is done. It's a word that can be used to describe a verb. An adverb describes *how* the action of a verb takes place.
- Tell students that you are going to say some very short sentences. In each sentence, there will be one noun, one verb, and one adverb. For each sentence, have students identify the adverb, which is the word that describes the verb or how the action happens
- Read the following sentence: *Jim ran quickly*. Ask students which word tells more about the verb. (*quickly*; How did Jim run? *quickly*)
- Once the word has been identified, explain that this is the adverb in the sentence.
- Repeat these steps with the items in the following box.

1. Dad drove slowly. (*slowly*)
2. Snow melts fast. (*fast*)
3. Susan danced lightly. (*lightly*)
4. Daisies bloom brightly. (*brightly*)
5. Matt slept well. (*well*)
6. Chris whispered softly. (*softly*)
7. Coco shouted loudly. (*loudly*)

- Point out that adverbs often follow the verbs they describe, but not always.
- Have students turn to Worksheet 7.1.
- Work with students to draw a triangle around the adverbs and a wiggly line under the verbs in each of the sentences on the front of the worksheet. Then, have them draw an arrow from the adverb pointing to the verb the adverb modifies.
- When students have finished the front of the worksheet, ask them if they noticed what letters occur at the end of many adverbs. ('ly') Explain that adverbs often end in 'ly', but not always.
- Have students turn to the back of the worksheet. For each set of adverbs, have students pick an adverb and write a sentence that includes that adverb.

Lesson 8

✓ 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)
- ✓ Determine the meaning of unknown words and phrases in nonfiction/informational text read independently (RI.2.4)
- ✓ Identify and use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a nonfiction/informational text (RI.2.5)
- ✓ 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)
- ✓ 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 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)
- ✓ Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (SL.2.6)
- ✓ Use adverbs appropriately orally and in own writing (L.2.1e)
- ✓ Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases (L.2.4e)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Reading Time	Whole Group: “The War Hawks”	<i>The War of 1812</i> ; board or chart paper	30
Practice	Adverb Review		10
The /er/ Sound and Its Spellings	Today’s Focus Spelling	Vowel Code Flip Book; Spelling Card for ‘ar’ > /er/ (<i>dollar</i>) and ‘or’ > /er/ (<i>work</i>); Individual Code Chart; blue markers; /er/ Spelling Tree and prepared leaves; tape	10
Practice	Bubble the Sound	Worksheet 8.1	10
Take-Home Material	“The War Hawks”; Fill in the Blanks	Worksheets 8.2, 8.3	*

Advance Preparation

Write the following words on leaves to add to the /er/ Spelling Tree for this lesson: *dollar, actor, color, history, major, doctor, labor, effort, factory, memory, mirror, author, collar, solar, polar, cellar, grammar, calendar, lizard, wizard, mustard, orchard, and standard*. Additionally, prepare two more branches for the /er/ Spelling Tree: ‘ar’ and ‘or’.

Reading Time

30 minutes

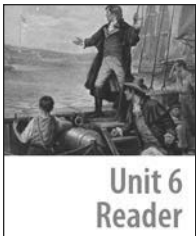
Whole Group: “The War Hawks”

Introducing the Chapter

- Tell students that the title of today’s chapter is “The War Hawks.”
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Previewing the Vocabulary

- Preview specific vocabulary immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “The War Hawks” is listed in bold print after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.



Chapter 2

Vocabulary for “The War Hawks”

1. **merchant**—a person who sells things (**merchants**) (24)
2. **oppose**—to be against something (**opposed**) (24)

- Assist students in decoding these words in the following way:
 - Write the vocabulary word on the board.
 - Divide the word into syllables.
 - Cover one syllable at a time with your hand and segment the word.
 - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
 - Point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

Note: Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted.

1. mer | chant
2. op | pose first ‘o’ > /u/ (compose)

Sound Spellings for Words

- Write the word *oppose* on the board.
 - Circle the first letter ‘o’.
 - Tell students that this letter represents the sound /u/.
 - Ask students to turn to **page 7** of the **Individual Code Chart**.
 - Ask students to find the /u/ row and follow it across.
 - Students will see that ‘o’ can sometimes represent the /u/ sound.
 - Write the word *compose* on the board as an example of a word in which ‘o’ spells the sound /u/.

Guided Reading Supports and Purpose for Reading

Note: It is important that you stop frequently to ask students questions and check for their understanding of the material, much in the same way you use the Guided Listening Supports in Listening & Learning. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so that the misunderstandings do not compound over time.

- Be sure to call students’ attention to and discuss the images and captions accompanying the text, as they often reinforce understanding of the text.
- Also, call students’ attention to the bolded vocabulary words in the chapter, noting that they are included in the glossary.

- Remind students that the glossary is at the end of the Reader. Point out that all of the vocabulary words for the entire Reader are listed here in one alphabetical list. To find the bolded vocabulary words for this chapter, students will need to look down the list and use their skills in alphabetizing. As an example, the first vocabulary word for this chapter is *merchant*.
- Also point out that some words in the glossary have a word in parentheses at the end of the definition. Note for students that the word in parentheses is another form of the vocabulary word that appears in the Reader. Sometimes, the word in parentheses appears in the chapter but the vocabulary word does not, so students will have to look closely to see which form of the word appears as they read. For example, the word *merchants* appears in the chapter, but the word *merchant* does not.
- Have students look at the words in the glossary that begin with the letter 'o' and find the word *oppose*. The glossary can be used at any time to help remind students of the meanings of new words. Encourage them to refer to it when they are reading silently.

Pages 24 and 25

- Read the title of the chapter together as a class, “The War Hawks.”
- Call students’ attention to the image of a busy shipyard on **page 25**.
- Have students read the caption on **page 25**, and point out that it describes the image.
- Tell students to always read captions to gain information.
- Introduce the words *merchant* and *oppose* as vocabulary words.
- Ask students, “Where in the Reader could we find the definition of *merchant* quickly?” (the glossary)
- Ask students to turn to the glossary and locate words that begin with the letter ‘m’. Have them find the word *merchant*, and call on one student to read the definition. Note the plural form of the word (*merchants*) at the end of the definition, and tell students they will see this form of the word in the chapter instead of *merchant*.
- Have students look up the word *oppose* in the glossary, and read the definition together as a class. Note for students the past tense of the word (*opposed*) at the end of the definition tells students they will see this form of the word in the chapter instead of *oppose*.
- Read **page 24** aloud to students as they follow along, asking them listen for the answer to the question: “Why did some people not care to go to war?”
- After reading aloud the page, restate the question and ask students to answer. (Most merchants and traders did not care to go to war because they had homes in the cities along the East Coast and traded with Great Britain as well as other countries. A war would mean less trade between countries, sunken ships, and lost goods. A war would cost them money.) Record the answer on the board or chart paper.

Pages 26 and 27

- Tell students to read the first paragraph on **page 26** to themselves to find the answers to the questions: “What group of people were not opposed to war? Why?”
- When students have finished reading, restate the questions and ask students to answer. (People who did not oppose war lived in the states out west and were closer to Native American land. These settlers were afraid of Native Americans and were angry with the British.) Record the answer on the board or chart paper.
- Tell students to read the second paragraph on **page 26** to themselves to find the answer to the question: “What were these people called?”
- When students have finished reading, restate the question and ask students to answer. (They were called War Hawks.) Record the answer on the board or chart paper.
- Direct students’ attention to the image on **page 27**, and read the caption aloud as a class.

Pages 28 and 29

- Call on one student to read aloud **page 28**, asking students to listen for the answer to the question: “How did War Hawks tell Congress they should go to war?”
- After the student finishes reading aloud, restate the question and ask students to answer. (They made angry speeches before Congress.) Record the answer on the board or chart paper.
- Direct students’ attention to the image and caption on **page 29**, and call on one student to read the caption aloud. Note for students that this is an image of Henry Clay, who was a War Hawk.

Wrap-Up

- Direct students’ attention to the notes you recorded while reading. Read the notes aloud as a class.
- Ask students if there is additional information that should be added to the notes.
- Tell students that even though some people were called War Hawks and felt Congress should declare war, there were others who felt that war should not be declared.

Note: Keep the notes on display for use in the next lesson.

Adverb Review

- Remind students that you have learned that an adverb is a word that describes a verb. An adverb describes how or when the action of a verb takes place.
- Tell students that you will read some sentences aloud to them and will ask them to first identify the verb and then the adverb in each sentence.

1. They sang cheerfully. (verb = *sang*; adverb = *cheerfully*)
2. He snored loudly. (verb = *snored*; adverb = *loudly*)
3. The garbage truck rumbled slowly down the road. (verb = *rumbled*; adverb = *slowly*)
4. I waited patiently in line. (verb = *waited*; adverb = *patiently*)
5. The tiny kitten purred softly. (verb = *purred*; adverb = *softly*)
6. My dog barked loudly. (verb = *barked*; adverb = *loudly*)
7. Jamie quickly ate his dinner. (verb = *ate*; adverb = *quickly*)
8. The boys and girls ran swiftly. (verb = *ran*; adverb = *swiftly*)

The /er/ Sound and Its Spellings

Today's Focus Spelling

Note: Display the Vowel Code Flip Book, and have the Spelling Cards listed in the At a Glance chart ('ar' > /er/ and 'or' > /er/) readily available. Also have the Spelling Tree for /er/ ready to be displayed.

- Tell student's that today's letter-sound correspondences can be found on the following page of the Vowel Code Flip Book.

Vowel Code Flip Book

1. 'ar' > /er/ (*dollar*) Vowel Code Flip Book page 18
2. 'or' > /er/ (*work*) Vowel Code Flip Book page 18

- Point to the /er/ Tree. Remind students that they have learned three different ways to spell /er/: 'er' as in *her*; 'ur' as in *hurt*; and 'ir' as in *bird*. Point to several leaves on the different branches, asking students to rapidly read the words.
- Explain that they will learn two new spellings today for /er/: 'ar' and 'or'. Turn to **page 18** of the **Vowel Code Flip Book**, and put the Spelling Cards on the appropriate spaces. Discuss the power bars.

- Tell students that today’s letter-sound correspondences can be found on the following page of the Individual Code Chart.

Individual Code Chart

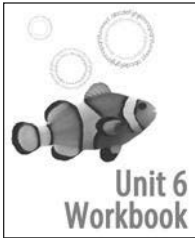
1. ‘ar’ > /er/ (*dollar*) Individual Code Chart page 10
2. ‘or’ > /er/ (*work*) Individual Code Chart page 10

- Hand out the blue markers. Have students turn to **page 10** of the **Individual Code Chart**. Guide students in outlining the appropriate card on the chart as well as the spelling.
- Attach the two new branches to the /er/ Tree.
- Shuffle the leaves you prepared with the ‘or’ and ‘ar’ spellings.
- Hold up one of the leaves you prepared and call on a student to read the word and identify the spelling for /er/. Have the student tape the leaf to the appropriate branch.
- Have students look at the Individual Code Chart. Ask students which of the spellings they have learned for /er/ has the longer power bar. (‘er’) Explain that ‘or’ is used as a spelling for /er/ in more words than ‘ar’, but that ‘er’ is used as a spelling for /er/ in more words than the other spellings.
- Remind students that they have already encountered the spellings ‘ar’ and ‘or’ in association with other sounds, ‘ar’ as /ar/ and ‘or’ as /or/. Write the following words on the board and ask students to read them.

The Tricky Word *wizard* can now be seen as part of a larger spelling pattern. It should be removed from your Tricky Word wall if you have one.

1. charm
2. carpet
3. barber
4. alarm
5. short
6. forest
7. corner
8. support

- Help students realize that when they see a word with an ‘ar’ or ‘or’ spelling, they may need to sound out the word with alternate sounds, ‘ar’ as /ar/ or /er/ and ‘or’ as /or/ or /er/, to see which sound makes sense in a given instance.



Worksheet 8.1

Bubble the Sound

- Have students turn to Worksheet 8.1.
- Tell students that they will read each word and indicate the pronunciation of the underlined spelling by filling in the bubble in one of the three pronunciation bubbles.
- Do the first several items collaboratively. Then, have students do the last several items on their own.

Note: We suggest that you be lenient when assessing student performance on this worksheet. Some students may say that they hear the /or/ sound in *favor* or the /ar/ sound in *beggar*. That is okay. It is less important that students classify each word correctly than that they realize that the spellings ‘or’ and ‘ar’ can be pronounced different ways and that they may need to try more than one pronunciation to successfully decode ‘or’ and ‘ar’ words. They will have additional opportunities to practice this in the tricky spelling exercises later in the unit.

Take-Home Material

“The War Hawks”; Fill in the Blanks

- Have students take home Worksheet 8.2 to read to a family member and Worksheet 8.3 to complete.

Supplemental Materials

- Newly decodable words:

- | | |
|-------------|--------------|
| 1. dollar | 12. mustard |
| 2. collar | 13. orchard |
| 3. solar | 14. forward |
| 4. polar | 15. backward |
| 5. cellar | 16. upward |
| 6. grammar | 17. downward |
| 7. calendar | 18. awkward |
| 8. similar | 19. standard |
| 9. lizard | 20. blizzard |
| 10. wizard | 21. Harvard |
| 11. buzzard | |

- Decodable homophones:

1. seller—cellar
2. fryer—friar
3. hanger—hangar

- Phrases and sentences:

1. an awkward moment
2. cellar dweller
3. solar system
4. Mark your calendar.
5. The wizard cast a spell.
6. There is mustard on the hot dog.
7. The lizard was lounging in the sun.
8. A polar bear was hunting in the blizzard.
9. one step forward, two steps backward

- Wiggle Cards:

1. step forward
2. walk backwards
3. point at the calendar
4. grab your collar

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average 860–933 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average 877–935 of those words would be completely decodable.
- The spelling 'ar' is fairly tricky. It can be pronounced /ar/ as in *car*, /æ/ + /r/ as in *parents*, /er/ as in *dollar*, or /or/ as in *warm*. The letters 'ar' can also be part of larger spelling units, as they are in *heard* and *roar*, or they can be parts of two separate spellings, as they are in *stare* and *hear*.
- The spelling 'or' can be pronounced /or/ as in *fort* or /er/ as in *work*.

Lesson 9

✓ 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 adverbs appropriately orally and in own writing (L.2.1e)

<i>At a Glance</i>	Exercise	Materials	Minutes
Reading Time	Small Group: “The War Hawks”	<i>The War of 1812</i> ; Worksheet 9.1	30
Practice	Adverb Review		15
Grammar	Adverbs	Worksheet 9.2	15
Take-Home Material	Spelling Alternatives for /er/	Worksheet 9.3	*

Small Group: “The War Hawks”

Re-Introducing the Chapter

- Tell students that today, they will reread “The War Hawks” in small groups.

Reviewing the Vocabulary

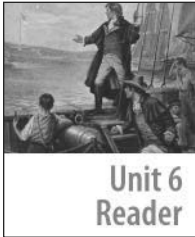
- You may wish to review the vocabulary before rereading this chapter.
- You may also wish to review how to decode these words and address any unusual letter-sound correspondences as described in the previous lesson.

Purpose for Reading

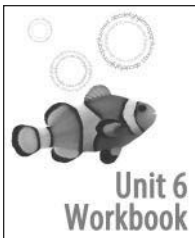
- ✦ **Small Group 1:** Ask these students to come to the reading table and read the chapter with you. This is an excellent time for you to make notes in your anecdotal records. When students have finished reading, have them complete Worksheet 9.1 as a group, using their Reader as a guide.
- ✦ **Small Group 2:** Ask these students to read the chapter independently and complete Worksheet 9.1 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 review the correct answers to Worksheet 9.1.



Chapter 2



Worksheet 9.1

Adverb Review

- Read the following short sentences aloud, and ask students to identify the verb and adverb in each sentence, as you did in a previous lesson.

1. I cried quietly last night. (verb = *cried*; adverb = *quietly*)
2. My father snores loudly. (verb = *snores*; adverb = *loudly*)
3. The moon shines brightly at night. (verb = *shines*; adverb = *brightly*)
4. The kids play nicely together. (verb = *play*; adverb = *nicely*)
5. We ate supper early so we could go to the movies on time. (verb = *ate*; adverb = *early*)
6. Jesse ran quickly. (verb = *ran*; adverb = *quickly*)
7. The little girl slurped the juice from her cup noisily. (verb = *slurped*; adverb = *noisily*)
8. I carefully finished my homework so that I would have no mistakes. (verb = *finished*; adverb = *carefully*)
9. The man slowly watered the plants in the hot sun. (verb = *watered*; adverb = *slowly*)

Grammar

15 minutes

Adverbs



Worksheet 9.2

- Ask students to turn to Worksheet 9.2.
- Complete the first few items together as a teacher-guided activity. Based on students' skill in completing these, you may decide to allow students to complete the remaining items independently or complete them as a teacher-guided activity.

Take-Home Material

Fill in the Blanks

- Have students take home Worksheet 9.3 to complete.

Lesson 10

✓ 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.

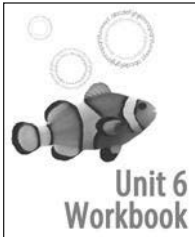
- ✓ Read independently and demonstrate understanding of nonfiction/informational text in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range (RI.2.10)
- ✓ Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (SL.2.6)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Spelling	Spelling Assessment	Worksheet 10.1	20
Grammar and Writing	Complete vs. Incomplete Sentences	Worksheet 10.2	20
Small Group	Remediation and Enrichment	Worksheet 10.3 or Pausing Point Worksheets	20

Advance Preparation

Be sure to erase the spelling table from the board and/or turn the table over so students cannot refer to it during the assessment.

10 Spelling Assessment



Worksheet 10.1

- Have students tear out Worksheet 10.1
- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students sufficient time to write the word.
- Repeat this procedure with each of the remaining words.

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

Tricky Word: war

- Direct students' attention to the lines on the back of the worksheet. Tell students to write the sentence "The War Hawks wanted to go to war." Slowly repeat this sentence three times.
- At the end, go back through the list and read each spelling word one more time.
- After all the words have been called out, tell students that you will now show them the correct spelling for each word so that they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then onto the sentence.
- Circle the following words on the board. Ask students to write the words in alphabetical order on the back of the worksheet:

1. chirping
2. turtle
3. camera
4. marker

- After all students have finished, write the four words in alphabetical order for students to correct their papers.

1. camera
2. chirping
3. marker
4. turtle

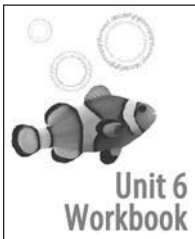
Note to Teacher

At a later time today, you may find it helpful to use the Spelling Analysis Chart provided at the end of this lesson to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Grammar and Writing

20 minutes

Complete vs. Incomplete Sentences



Worksheet 10.2

- Remind students that the subject of a sentence tells who or what the sentence is about. For example, in the sentence *The little boy smiled happily.*, the subject is *The little boy* because that is who the sentence is about.
- Remind students that the predicate of a sentence describes what the subject is or does. In the previous sentence, the predicate is *smiled happily* because that is what the subject did.
- Tell students that every sentence needs to have a subject and a predicate. If either the subject or the predicate is missing, it is an incomplete sentence (also known as a sentence fragment).
- Write the following incomplete sentence on the board: *The crying babies.* Explain that this is an incomplete sentence because it is missing a predicate (i.e., it does not say what the crying babies did).
- Now write the following incomplete sentence on the board: *wanted their bottles.* Explain that this is an incomplete sentence because it is missing a subject (i.e., it does not say who wanted their bottles).
- Point out that you can combine these two incomplete sentences—one of which is a subject and the other a predicate—to make a complete sentence: *The crying babies wanted their bottles.* Write this sentence on the board, prompting students to direct you to draw one line under the subject and two lines under the predicate to “prove” that the sentence is complete.
- Write the following on the board:

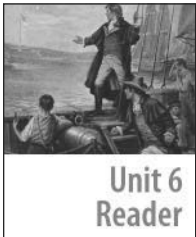
Subject + Predicate = Complete Sentence
- Explain that a complete sentence always has both a subject and a predicate.

- Have students turn to Worksheet 10.2.
- Work with students to complete the first sentence by adding a predicate.
- Have students complete the remaining sentences independently.
- When students are finished with the front of the worksheet, have them turn to the back of the worksheet.
- Work with students to complete the first sentence by adding a subject.
- Have students complete the remaining sentences independently.

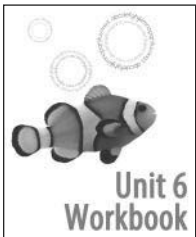
Small Group

20 minutes

Remediation and Enrichment



Chapter 1



Worksheet 10.3

- While working with students in small groups, please remember to choose activities that fit students' needs at the time.
- ✪ **Small Group 1:** Students needing extra help with any of the letter-sound correspondences in this unit should work with materials provided in the Pausing Point.
- ✪ **Small Group 2:** Have students use Chapter 1, "Trouble with the British" to complete Worksheet 10.3.

Spelling Analysis Directions

Unit 6, Lesson 10

- The most likely error to occur with these spelling words is the misspelling of the r-controlled vowel sounds, especially /er/.
- The second most likely error may be one of incorrectly alphabetizing the words on the back of the spelling assessment. Additional instruction will be given with this skill as the unit progresses.
- Although any of the above student-error scenarios may occur, you should still be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors that the student makes in the Spelling Analysis Chart. For example:
 - Is the student consistently making errors on specific vowels? Which ones?
 - Is the spelling of the schwa sound a consistent problem?
 - Is the student consistently making errors on double consonants?
 - Is the student consistently making errors at the end of the words?
 - Is the student consistently making errors on particular beginning consonants?

Spelling Analysis Chart Lesson 10

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

Lesson 11

✓ 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)
- ✓ Determine the meaning of unknown words and phrases in nonfiction/informational text read independently (RI.2.4)
- ✓ Identify and use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a nonfiction/informational text (RI.2.5)
- ✓ 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 and write words with the following letter-sound correspondences: ‘a’ as /a/ (*hat*), /æ/ (*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 the following Tricky Words: *imagine, soldier, Washington* (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)
- ✓ Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (SL.2.6)
- ✓ Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases (L.2.4e)

<i>At a Glance</i>	Exercise	Materials	Minutes
Reading Time	Whole Group: “The War Starts”	<i>The War of 1812</i> ; Timeline Card 11; tape; Worksheet 11.1	30
Spelling	Introduce Spelling Words	spelling words on index cards; tape; Worksheet 11.2	15
The /k/ Sound and Its Spellings	Today’s Focus Spelling	Consonant Code Flip Book; Individual Code Chart; Spelling Card for ‘ch’ > /k/ (<i>school</i>); red markers; tape; Worksheet 11.3	15
Take-Home Material	Family Letter; “The War Starts”; Alphabetize Words	Worksheets 11.2, 11.4, and 11.5	*

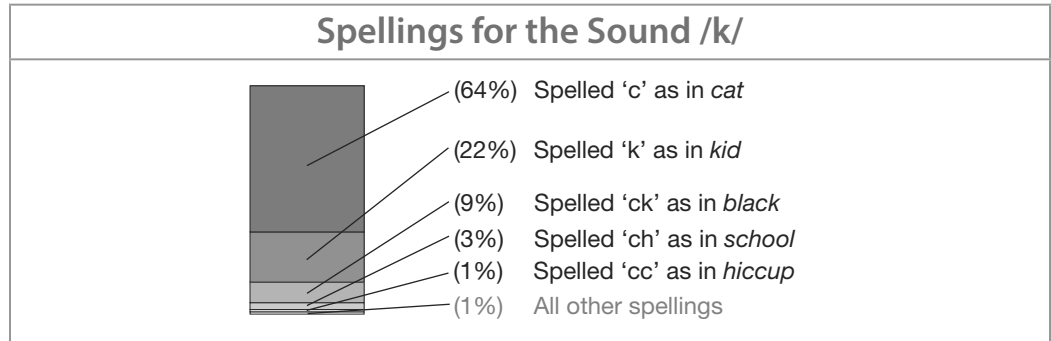
Advance Preparation

Prepare the following spelling words on cards and have paper clips handy for folding the cards.

- | | |
|--------------|----------------------------|
| 1. revenge | 11. locomotion |
| 2. large | 12. stations |
| 3. judge | 13. option |
| 4. fudge | 14. action |
| 5. nudge | 15. change |
| 6. huge | 16. range |
| 7. nation | 17. cottage |
| 8. attention | 18. addition |
| 9. direction | 19. caption |
| 10. fraction | Tricky Word: Europe |

Note to Teacher

In this lesson, you will teach a spelling alternative for the /k/ sound: ‘ch’ as in *school*. Students should already know the basic code spelling ‘c’ as in *cat* and the spelling alternatives ‘k’ as in *kid*, ‘ck’ as in *black*, and ‘cc’ as in *hiccup*. The spelling ‘ch’ is likely to be unfamiliar to many students, although some may have learned to decode this spelling during independent reading. The following chart shows you which of these spellings are most common for this sound.



Here are some patterns for you to be aware of:

- The spelling ‘**c**’ is found at the beginning, in the middle, or at the end of syllables (*cat, act, attic*).
- The spelling ‘**k**’ is found at the beginning, in the middle, or at the end of syllables (*kite, skin, cook*).
- The spelling ‘**ck**’ is found at the end of syllables, after short vowel sounds (*back, slick, rocking*).
- The spelling ‘**cc**’ is always found in the middle of words (*raccoon, soccer*).
- The spelling ‘**ch**’ is found at the beginning, in the middle, or at the end of syllables (*chaos, scholar, stomach*).

Reading Time

30 minutes

Whole Group: “The War Starts”

Introducing the Chapter



Unit 6
Reader

Chapter 3

- Tell students that the title of today’s chapter is “The War Starts.”
- Review with students what they learned in the previous chapter about the War Hawks.
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Tricky Word



Unit 6
Workbook

Worksheet 11.1

- You may wish to preview the following Tricky Words before reading the chapter:
 - **imagine**—The tricky part of this word is ‘i_e’. Students may try to pronounce it /i/ /m/ /a/ /j/ /ie/ /n/. However, it is pronounced /i/ /m/ /a/ /j/ /i/ /n/.
 - **soldier**—The tricky part of this word is ‘d’. Students may try to pronounce it /s/ /o/ /l/ /d/ /i/ /er/. However, it is pronounced /s/ /oe/ /l/ /j/ /er/.

- **Washington**—Write the word *Washington* on the board, and tell students that it is pronounced /w/ /o/ /sh/ /i/ /ng/ /t/ /ə/ /n/.

Previewing the Vocabulary

- Preview specific vocabulary immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “The War Starts” is listed in bold print after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.

Vocabulary for “The War Starts”

1. **monarchy**—a government ruled by a king or queen (**monarchies**) (32)
2. **fort**—a large building constructed to survive enemy attacks (**forts**) (34)

- Assist students in decoding these words in the following way:
 - Write the vocabulary word on the board.
 - Divide the word into syllables.
 - Cover one syllable at a time with your hand, and segment the word.
 - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
 - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

Note: Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted.

1. mon | ar | chy ‘ch’ > /k/ (*school*)
2. fort

Sound-Spellings for Words

- Write the word *monarchy* on the board.
 - Circle the letters ‘ch’.
 - Tell students that these letters represent the sound /k/.
 - Ask students to turn to **page 2** of the **Individual Code Chart**.
 - Ask students to find the /k/ row and find the ‘ch’ (*school*).
 - Ask students to summarize what the power bar means for ‘ch’.

Guided Reading Supports and Purpose for Reading

Note: It is important that you stop frequently to ask students questions and check for their understanding of the material, much in the same way you use the Guided Listening Supports in Listening & Learning. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so that the misunderstandings do not compound over time.

- Be sure to call students' attention to and discuss the images and captions accompanying the text, as they often reinforce understanding of the text.
- Also, call students' attention to the bolded vocabulary words in the chapter, noting that they are included in the glossary.

Pages 30 and 31

- Read the title of the chapter together as a class, "The War Starts."
- Tell students to read **page 30** to themselves to find the answer to the question: "Who did Madison end up siding with and what did that mean?"
- When students have finished reading, restate the questions and ask students to answer. (In the end, Madison sided with, the War Hawks and that meant he asked Congress to declare war.)
- Ask, "Why did Americans think they would have a better chance of winning?" (The British were already at war with France and could only send some of their troops to fight the United States.)
- Direct students' attention to the image on **page 31**, and read the caption aloud as a class.

Pages 32 and 33

- Have students find the word *monarchy* in the glossary, and call on one student to read the definition aloud.
- Tell students to read the first two paragraphs on **page 32** to themselves to find the answer to the question: "How was the United States in 1812 different from how it is today?"
- When students have finished reading, restate the question and ask students to answer. (In 1812, the United States was not very old as a country. Today, it is a strong nation and has been around for many years.)
- Say to students, "I wonder how the United States was different from Great Britain in 1812. Let's read the rest of **page 32** to find out."
- When students have finished reading, restate the question and ask students to answer. (The United States had a different kind of government. At the time, most nations in Europe were monarchies. A king or queen ruled until he or she died, and then the oldest son or daughter took over. The United States had a president chosen by voters instead. When voters picked a new president, the old one had to step down.)
- Direct students' attention to the image on **page 33**, and read the caption aloud as a class.

Pages 34 and 35

- Have students find the word *fort* in the glossary, and read the definition together as a class. Note for students that the plural form of the word listed after the definition, *forts*, appears in this chapter instead the word *fort*.
- Tell students to read the first two paragraphs on **page 34** to find the answer to the question: “How would you describe the U.S. Army and U.S. Navy in 1812?”
- When students have finished reading, restate the question and ask students to answer. (The United States had an army and a navy that were tiny.)
- Say, “I wonder what President Madison did about the tiny army. Let’s read the rest of **page 34** to find out.” Give students time to read.
- When students have finished reading, restate the question and ask students to answer. (Madison found a way to make it bigger by getting farmers to join.)
- Ask, “What was the problem with the army?” (The soldiers were not well trained, and the army was not ready for war.)
- Have students read the caption on **page 35** and look at the image.

Pages 36 and 37

- Tell students to read **page 36** to themselves to find the answer to the question: “What happened with the navy?”
- When students have finished reading, restate the question and ask students to answer. (Nobody expected much from the navy, but things went better with the navy than the army. The navy beat the British in some naval battles.)
- Direct students’ attention to the image on **page 37**, and read the caption aloud as a class.

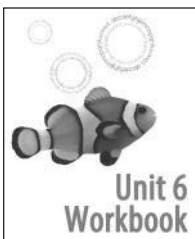
Wrap-Up

- Display and discuss **Timeline Card 11** (American soldiers at the time of the War of 1812), and tape it to the designated space on the timeline (after **Timeline Card 10**, Pioneers Moving West).
- Have students complete Worksheet 11.1 as a teacher-guided activity.

Spelling

15 minutes

Introduce Spelling Words



Worksheet 11.2

- Prior to introducing the specific spelling words, write the following spellings on the board as column headings, and review the sounds associated with each spelling that typically occurs at the end of words: ‘ge’, ‘dge’ and ‘tion’ (bolded letters in the following box). Show students one word at a time, asking them to first read the word and then indicate in which column the card should be taped on the board. Use each word in a sentence to illustrate its meaning.

- | | |
|--------------|----------------------------|
| 1. revenge | 11. locomotion |
| 2. large | 12. stations |
| 3. judge | 13. option |
| 4. fudge | 14. action |
| 5. nudge | 15. change |
| 6. huge | 16. range |
| 7. nation | 17. cottage |
| 8. attention | 18. addition |
| 9. direction | 19. caption |
| 10. fraction | Tricky Word: Europe |

- 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 as you did in Lessons 1 and 6.
- Ask students: “Do you see any words that begin with ‘a’? Yes, I have THREE words that begin with ‘a’. I wonder how we know which one to put first? Let me unfold one more letter. (Fold the cards so the ‘ad’, ‘ac’ and ‘at’ are visible.) Oh, I see. ‘c’ comes before ‘d’, so I will put the word that starts with ‘ac’—*action* before the word that starts with ‘ad’—*addition*, followed by the word that starts with ‘at’—*attention*. So I now have the first three words, all starting with the letter ‘a’ in the correct alphabetical order. Now, do you see any words starting with ‘b’? No. ‘c’? Yes, I have THREE cards again.” Proceed in this way until all cards have been alphabetized.
- Unfold the cards, and read the words aloud with students.
- Tell students that the words are now in alphabetical order.

- | | |
|--------------|----------------|
| 1. action | 11. huge |
| 2. addition | 12. judge |
| 3. attention | 13. large |
| 4. caption | 14. locomotion |
| 5. change | 15. nation |
| 6. cottage | 16. nudge |
| 7. direction | 17. option |
| 8. Europe | 18. range |
| 9. fraction | 19. revenge |
| 10. fudge | 20. stations |

- Tell students that the words will remain on display until the assessment so that they may refer to them during the week.
- Tell students that they will take home Worksheet 11.2 to share with a family member.

The /k/ Sound and Its Spellings

15 minutes

Today's Focus Spelling



Worksheet 11.3

- Tell students that they will review spellings for /k/, as well as learn a new spelling today.
- Have students say the sound /k/. Remind students that they have already learned several spellings for the sound /k/. Tell students that you want them to think of as many words as they can that have the /k/ sound. Give students two minutes to put their heads down and think of words that have the /k/ sound.
- While they are thinking, write the following headers on the board: 'c', 'k', 'ck', and 'cc'.
- Call on students to offer any words that include the /k/ sound.
- As you write the words on the board, sort the words into columns according to the spelling used for /k/, circling the letter or letters that stand for the /k/ sound in each word. For example, if a student says *cable*, list the word under the heading 'c' and circle the 'c'. If a student says *hiccup*, list the word under the heading 'cc' and circle the letters 'cc'. Students should come up with examples of most of the major spelling patterns. If they do not, provide additional examples so that there are words listed under each heading.
- Display the Consonant Code Flip Book, and have the Spelling Card listed in the At a Glance chart ('ch' > /k/) readily available.
- Tell students that today's letter-sound correspondence can be found on the following page of the Consonant Code Flip Book.

Consonant Code Flip Book

1. 'ch' > /k/ (*school*) Consonant Code Flip Book page 5

- Explain that they will learn a new spelling today, the 'ch' spelling for /k/.
- Turn to **page 5** of the **Consonant Code Flip Book**, and put the Spelling Card on the appropriate space. Discuss the power bar.
- Tell students that today's letter-sound correspondence can be found on the following page of the Individual Code Chart.

Individual Code Chart

1. 'ch' > /k/ (*school*) Individual Code Chart page 2

- Hand out the red markers. Have students turn to **page 2** of the **Individual Code Chart**. Guide students in outlining the appropriate card on the chart as well as the spelling.
- Have students look at the Individual Code Chart. Ask students which of the spellings they have learned for /k/ has the longer power bar. Explain that 'c' is used as a spelling for /k/ more than any other spelling.
- Ask students to read the following words as you write them on the board.

Remind students that they have previously learned 'ch' for /ch/: *chunk, church, munch, crunch,* and *chilly*.

1. school
2. Chris
3. echo
4. ache
5. stomach
6. anchor

- Ask students to direct you in circling the spellings of /k/ in each word.
- Have students turn to Worksheet 11.3 and complete it as a teacher-guided activity.

Take-Home Material

Family Letter; "The War Starts"; Alphabetize Words

- Students should take home Worksheet 11.2 to share with a family member, Worksheet 11.4 to read to a family member, and Worksheet 11.5 to complete.

Supplemental Materials

- Newly decodable words:

- | | |
|---------------|---------------|
| 1. school | 9. anchor |
| 2. chemical | 10. echo |
| 3. character | 11. orchestra |
| 4. stomach | 12. architect |
| 5. technology | 13. chaos |
| 6. mechanical | 14. chorus |
| 7. chemistry | 15. scheme |
| 8. scholar | 16. aching |

- Phrases and sentences:

1. Chris is singing in the chorus.
2. Zach's stomach is aching.
3. Before snowstorms, the grocery store is chaotic.
4. Cinderella is the best fairy tale character.
5. An orchid is a flower.
6. She is playing her violin in the orchestra.
7. The sailor dropped the anchor into the sea.
8. The architect is drawing a house.

- Wiggle Cards:

1. act like your head is aching
2. rub your stomach
3. say the name of our school
4. pretend to be playing in an orchestra

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average 877–935 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average 879–937 of those words would be completely decodable.
- The spelling 'ch' can be pronounced /ch/ as in *chin*, /k/ as in *school*, or /sh/ as in *chef*.

Lesson 12

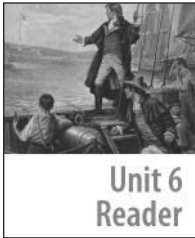
✓ Objectives

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)
- ✓ Identify the main idea of a multi-paragraph nonfiction/informational text read independently, as well as the focus of specific paragraphs within the text (RI.2.2)
- ✓ Describe the connection between a series of historical events in nonfiction/informational text read independently (RI.2.3)
- ✓ Determine the meaning of unknown words and phrases in nonfiction/informational text read independently (RI.2.4)
- ✓ Identify the main purpose of a nonfiction/informational text read independently, including what the author wants to answer, explain, or describe (RI.2.6)
- ✓ Describe how reasons or facts support specific points the author makes in a nonfiction text read independently (RI.2.8)
- ✓ 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 adjectives and adverbs appropriately orally and in own writing (L.2.1e)

<i>At a Glance</i>	Exercise	Materials	Minutes
Reading Time	Close Reading: “The War Starts”	<i>The War of 1812</i>	30
Grammar	Run-On Sentences	Worksheet 12.1	20
Practice	Oral Review of Adjectives and Adverbs		10
Take-Home Material	Run-On Sentences	Worksheet 12.2	*

Close Reading: “The War Starts”



Chapter 3

- Have students partner read “The War Starts.”
- After students have finished reading “The War Starts” 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 a difficulty due to complex syntax, dense information, challenging transitions, or that require inferences;
 - engaging students in a culminating writing activity that is 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 chapter is that President James Madison decided to ask Congress to declare war on Great Britain. People throughout the world did not think the United States would last long as a country because, instead of a monarchy, it had a government in which the president was elected by voters. Plus, the U.S. Army and Navy were small and no one expected much from either of them.

Synopsis: The chapter “The War Starts” provides information about the beginning of the War of 1812 and perceptions about the United States as a young country.

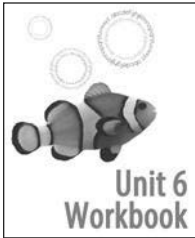
Lesson

<p>Text from Student Reader</p> <ul style="list-style-type: none"> • Portions of the text of the Student Reader are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading. 	<p>Vocabulary Instruction</p> <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. 	<p>Text-Dependent Questions</p> <ul style="list-style-type: none"> • After 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. 	<p>Responses</p> <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 30</p> <p>James Madison had to decide whether to side with the War Hawks or with the merchants who hoped for peace. In the end, he sided with the War Hawks.</p>	<p>to side with—to agree with or support</p>	<p>Who did Madison side with in the end?</p>	<p>Madison sided with the War Hawks in the end.</p>
<p>The British had a huge army. They also had the world’s biggest navy.</p>		<p>Who had the world’s biggest navy? To whom does ‘they’ refer, and how do you know?</p>	<p>The British had the world’s biggest navy. “They” refers to the British because ‘also’ suggests the sentence refers back to a previous statement.</p>
<p>Page 32</p> <p>Even so, not a lot of people at the time could imagine that the United States could win.</p> <p>The United States had a different kind of government, too.</p>	<p>imagine—to believe something. Note for students the multiple meanings of this word. The word <i>imagine</i> can also mean to form an image in your mind.</p>	<p>Which country had a different kind of government?</p>	<p>The United States had a different kind of government.</p>
<p>At the time, most of the nations of Europe were monarchies. That means they were ruled by kings or queens. A king or queen would rule until he or she died. Then, in most cases, his oldest son or daughter would take over. The United States was not a monarchy. It did not have a king or queen. Instead, it had a president. The president was chosen by voters. He did not get to serve until he died. He served for four years. Then the voters got a chance to pick their president. If they voted for a different president, the old one had to step down.</p>	<p>monarchy—a kind of government in which a king or queen rules and selects who will rule after his/her death, usually the oldest son or daughter</p> <p>served—held a position in office. Note for students the multiple meanings of this word. The word <i>served</i> can also mean to give food or drink to someone at a meal, to provide a service, or to give respect and service to.</p> <p>step down—to quit a job or responsibility. Note for students the multiple meanings of this word. The word <i>step down</i> can also mean to reduce the amount of something or to come down off something higher up.</p>	<p>Reread the third paragraph on page 32. Describe how the kind of government in the United States was different from a monarchy.</p>	<p>The U.S. government had a president chosen by voters. He served four years. Then the voters got a chance to pick a new president, and if they voted for a different president, the old one had to step down. A monarchy is ruled by kings who ruled until they died. Then, in most cases, the oldest son took over.</p>

Lesson

<p>Text from Student Reader</p> <ul style="list-style-type: none"> • Portions of the text of the Student Reader are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading. 	<p>Vocabulary Instruction</p> <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. 	<p>Text-Dependent Questions</p> <ul style="list-style-type: none"> • After 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. 	<p>Responses</p> <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>In 1812, most people in the world felt that the American government had very strange way of doing things. They were not sure that the system would last and that the United States would be able to survive.</p>		<p>Why did most people in the world think the United States would not be able to survive?</p>	<p>They were not sure that the system of government in the United States would last.</p>
<p>Page 34 The attack on Canada did not go well. The army lost a string of battles. The United States lost forts along the border. The army was simply not ready for war.</p>	<p>string (of battles)—series (of battles). Note for students the multiple meanings of this word. The word <i>string</i> can also mean a long piece of twisted thread used to tie things together or hang things.</p> <p>lost (forts)—no longer owned or possessed (forts). Note for students the multiple meanings of this word. The word <i>lost</i> can also mean not won; cannot be found; not knowing where you are and unable to find your way; or not available.</p>		
<p>Page 36 No one expected much from the tiny U.S. Navy. But things went better on the seas than they did on land. The United States battled bravely. They beat the British in a number of naval battles.</p>	<p>naval—related to the navy</p>	<p>Did things go better for the U.S. Army or the U.S. Navy? What does it mean that things went better on the seas?</p>	<p>Things went better for the U.S. Navy because the navy beat the British in some naval battles. The army was not prepared for war and lost battles and forts to the British.</p> <p>“Things went better on the seas” means the United States was more successful in fighting the British at sea with the navy rather than on land with the army.</p>

Run-On Sentences



Worksheet 12.1

- Remind students that they have been working on complete and incomplete sentences in their grammar lessons. Ask them to identify the two parts that are required for a sentence to be considered complete. (subject, predicate)
- Read the following sentences and phrases aloud to students, asking them to identify whether an item is a complete or incomplete sentence. If students hesitate or seem confused with an item, guide them in identifying both a subject and a predicate as the way to determine whether an item is a complete sentence.

1. The yellow flower (incomplete)
2. Ran quickly up the street (incomplete)
3. Tim ate a hamburger for lunch. (complete)
4. Ate chips and watched television (incomplete)
5. Susan and Joan went to the movies. (complete)
6. The baseball team (incomplete)

- Tell students they are going to learn about run-on sentences. Explain that we call something a run-on sentence when two or more complete sentences are joined together, or run together, without appropriate punctuation.
- Write the following run-on sentence on the board as an example: *The ducks quacked the chickens clucked.*
- Point out that *the ducks quacked* is a complete sentence, as is *the chickens clucked*.
- Tell students that there are multiple strategies for fixing run-on sentences.
- Explain that one way of fixing a run-on sentence is to break the run-on sentence into two separate sentences by using appropriate punctuation and capitalization. For example, the previous example could be rewritten as *The ducks quacked. The chickens clucked.*
- Point out that another way to correct a run-on sentence is to combine the thoughts of the two sentences to make just one sentence. For example, the previous example could be rewritten as *The ducks quacked and the chickens clucked.*
- Have students turn to Worksheet 12.1 and complete it as a teacher-guided activity.

Oral Review of Adjectives and Adverbs

- Review the definitions of *adjective* (a part of speech that describes a noun) and *adverb* (a part of speech that describes a verb), and provide examples of each.
- Read the following phrases and sentences orally, and have students identify the adjectives and/or adverbs in each. Read each item one time. Then tell students how many and what parts of speech to listen for as you repeat the phrase or sentence again.

1. spin **quickly** (adverb)
2. The **red** (adjective) balloon rose **speedily**. (adverb)
3. **blue** (adjective) shoes
4. The **American** (adjective) flag flapped **wildly** (adverb) in the breeze.
5. The **panda** (adjective) bears munched **noisily** (adverb) on **bamboo** (adjective) shoots.
6. **Purple** (adjective) cars drive along the **busy** (adjective) highway.
7. Ships sail the **deep** (adjective) **blue** (adjective) sea.
8. The **big** (adjective) tires were **fully** (adverb) inflated.
9. We clapped **loudly** (adverb) for the **funny** (adjective) clown.
10. The **strong** (adjective) men **easily** (adverb) lifted the **heavy** (adjective) logs.

Take-Home Material

Run-On Sentences

- Have students take home Worksheet 12.2 to complete.

Lesson 13

✓ 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)
- ✓ Describe the connection between a series of historical events in a nonfiction/informational text read independently (RI.2.3)
- ✓ Determine the meaning of unknown words and phrases in nonfiction/informational text read independently (RI.2.4)
- ✓ Identify and use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a nonfiction/informational text (RI.2.5)
- ✓ Read and write words with the following letter-sound correspondences: 'a' as /a/ (*hat*), /æ/ (*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 the following Tricky Words: *iron* (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 glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases (L.2.4e)

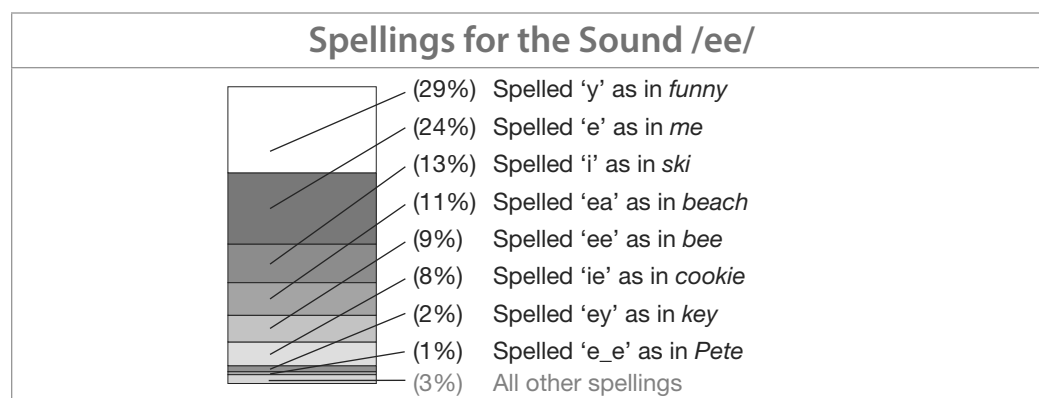
At a Glance	Exercise	Materials	Minutes
Reading Time	Whole Group: "A Famous Ship"	<i>The War of 1812</i> ; board or chart paper; Timeline Card 12	30
The /ee/ Sound and Its Spellings	Today's Focus Spelling	Vowel Code Flip Book; Individual Code Chart; green markers; spelling leaves; /ee/ Spelling Card 'i' > /33/; Spelling Tree; tape	15
Practice	Tricky Spelling 'i'	Worksheet 13.1	15

Advance Preparation

Create the following leaves for the /ee/ Spelling Tree: *ski, taxi, pizza, radio, medium, piano, happiness, heavier, easier, and easiest*, as well as a new branch for 'i' spellings.

Note to Teacher

Students already know the basic code spelling 'ee' as in *bee* as well as the spelling alternatives 'ea' as in *beach*, 'ie' as in *cookie*, 'e_e' as in *Pete*, 'e' as in *me*, 'y' as in *funny*, and 'ey' as in *key*. Today they will learn 'i' as in *ski*. The chart shows you which of these spellings are most common for this sound.



Here are some patterns for you to be aware of:

- /ee/ is one of the hardest sounds to spell because there are so many alternatives.
- Although 'ee' is not the most common spelling, it is used as the basic code spelling because it is the only common spelling that is almost always pronounced /ee/. Several of the other spellings can be pronounced several different ways and are tricky spellings.
- 'ee' and 'ea' are used in many one-syllable words, most often followed by a consonant spelling (*jeep, peek, peak, heap*).
- 'e_e' can be seen as a variation of the basic code spelling 'ee' in which the two 'e's are separated by a consonant spelling.
- 'ey' is found primarily at the end of a word or syllable.
- 'y' is generally used at the end of words; it is used in suffixes to mark adjectives (*funny, silly*) and adverbs (*slowly, quickly*).
- The 'y' ending in many words changes to 'i' when a suffix that begins with a vowel is added: *funny > funnier, sunny > sunniest*.
- The 'y' ending in many words changes to 'ie' when -s is added (either to mark a plural or show a change in person): *puppy > puppies, lady > ladies, I carry > he carries*.
- The 'y' spelling also changes when -ed is added: *carry > carried, rally > rallied*.

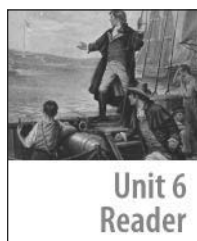
- There are two spellings for the /ee/ sound that will not be taught in Grade 2 CKLA: ‘ei’ as in *either* and ‘i_e’ as in *machine*.
- There are five spellings for /ee/ that are used either exclusively or almost exclusively in multi-syllable words: ‘y’ as in *funny*, ‘i’ as in *radio*, ‘ey’ as in *monkey*, ‘i_e’ as in *machine*, and ‘e’ as in *prefix* (with the exception of a handful of high-frequency words: *be, she, we, he, me*).
- The spelling ‘i’ is the only spelling that regularly appears before another vowel spelling: *accordion, historian, funniest, interior, radio, piano*.

Reading Time

30 minutes

Whole Group: “A Famous Ship”

Introducing the Chapter



Chapter 4

- Ask students to briefly summarize “The War Starts.” Prompt students to recall that although both the U.S. Army and Navy were very small, the U.S. Navy had some success in beating the British in several naval battles.
- Ask students to turn to **page 8** in their Reader.

The War of 1812

- Remind students that they have already learned about some of the causes of the War of 1812. These include the British impressment of Americans to become sailors in the British Navy; the British Navy blocked American ships and prevented them from trading with the French; the United States had a desire for westward expansion, and there was conflict with Native Americans; the British were trading with Native Americans; etc.
- Tell students that the images on **pages 8 and 9** of the Introduction will help them gain a better understanding of what war in 1812 was like.
 - **USS Constitution**—This image shows the USS *Constitution*, an American warship. Many of the battles of the War of 1812 occurred at sea between the American and British navies. Point out the masts and sails. Ask students if they know the purpose of the sails. (to move the ship)
 - **Modern battleship**—Compare the image of the current battleship to the USS *Constitution*. Note the lack of sails, the difference of materials (metal vs. wood), and the antennae and radio equipment on the modern ship. Explain that ships in the US Navy today are very different from the USS *Constitution*; modern warships can even have fighter jets land on them or go below the surface of the sea as submarines.
 - **Cannon from the 1800s**—This kind of weapon was used in the War of 1812 battles by both the army and navy. This cannon is on wheels, which allowed soldiers to move it around to battlefields. A cannon would be filled with gunpowder, and a cannonball would then be placed inside the cannon. The cannonball would then shoot out of the cannon toward the enemy.

- **19th century soldiers**—Discuss the uniforms and equipment of the 19th century soldiers. There are a few soldiers on horseback in the background. Remind students that soldiers in the army fought on land, either on foot or on horseback.
- Tell students that the title of today’s chapter is “A Famous Ship.”
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Previewing the Tricky Words

- You may wish to preview the following Tricky Word before reading the chapter.
 - **iron**—Students are likely to pronounce this word /ee/ /r/ /o/ /n/, given the recent instruction in the sound of the spelling ‘i’ as /ee/, or /er/ /o/ /n/. However, point out to them that the actual pronunciation is /ie/ /er/ /n/.

Previewing the Vocabulary

- Preview specific vocabulary immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “A Famous Ship” is listed in bold print after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.

Vocabulary for “A Famous Ship”

1. **document**—an official or important paper (**40**)
2. **branch**—one of three major parts of the government (**40**)
3. **Supreme Court**—the highest court of law in the United States (**40**)
4. **string**—a series (**42**)
5. **mast**—the tall pole on a ship to which the sails are attached (**masts**) (**42**)
6. **plank**—a long, thick board (**planks**) (**42**)

- Assist students in decoding these words in the following way:
 - Write the vocabulary word on the board.
 - Divide the word into syllables.
 - Cover one syllable at a time with your hand, and segment the word.
 - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
 - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

Note: Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted.

1. doc | u | ment
2. branch
3. Su | preme Court
4. string
5. mast
6. plank

Guided Reading Supports and Purpose for Reading

Note: It is important that you stop frequently to ask students questions and check for their understanding of the material, much in the same way you use the Guided Listening Supports in Listening & Learning. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so that the misunderstandings do not compound over time.

- Be sure to call students' attention to and discuss the images and captions accompanying the text, as they often reinforce understanding of the text.
- Also, call students' attention to the bolded vocabulary words in the chapter, noting that they are included in the glossary.

Pages 38 and 39

- Read the title of the chapter together as a class, "A Famous Ship."
- Call students' attention to the image of a ship on **page 39**.
- Help students read the caption on **page 39**, and point out that it describes the image.
- Remind students to always read captions to gain information.
- Have students read **page 38** to themselves to find the answer to the question: "What do the letters *USS* stand for?"
- When students have finished reading, restate the question and have students answer. (*USS* stands for *United States Ship*.)

Pages 40 and 41

- Introduce the words *document*, *branch*, and *Supreme Court* as vocabulary words.
- Ask students, "Where in the Reader could we find the definition of *document* quickly?" (the glossary)
- Ask students to turn to the glossary and locate words that begin with the letter 'd'. Have them find the word *document*, and call on one student to read the definition.

- Redirect students' attention to **page 40**. Have them locate the word *document* on **page 40**.
- Have students look up the words *branch* and *Supreme Court* in the glossary and read the definitions together as a class.
- Have students read the first paragraph of **page 40** to themselves to find the answer to fill in the blank in the sentence: "The _____ is the document that lays out the laws of the land."
- When students have finished reading, reread the sentence and have students fill in the blank. (The Constitution is the document that lays out the laws of the land.) Record the answer on the board or chart paper.
- Have students read the second paragraph of **page 40** to themselves to find the answer to the question: "Why did the people of the United States name one of their fighting ships after the Constitution?"
- When students have finished reading, restate the question and have students answer. (The people of the United States were proud of the Constitution, so they named one of their fighting ships the USS *Constitution*.)
- Direct students' attention to the image and caption of **page 41**.

Pages 42 and 43

- Have students look up *string* and *mast* in the glossary, and read the definitions together as a class. Note for students that the plural form of *mast* is used in this chapter, *masts*.
- Call on students to read the six paragraphs on **page 42** out loud while the class listens for the answer to the question: "Why did American sailors say that the USS *Constitution*'s sides were made of iron?"
- When students have finished reading the page, restate the question and ask students to answer. (During the battles, some cannonballs bounced off the thick walls of the USS *Constitution*.) Record the answer on the board or chart paper.
- Ask, "Did the same thing happen to the British ships?" (no)
- Direct students' attention to the image on **page 43** and read the caption aloud as a class.

Pages 44 and 45

- Call on students to read the three paragraphs on **page 44** out loud while the class listens for the answer to the question: "What nickname did the USS *Constitution* get because of its thick sides?"
- When students have finished reading the page, restate the question and ask students to answer. (The USS *Constitution* was nicknamed Old Ironsides.) Record the answer on the board or chart paper.
- Direct students' attention to the image and caption on **page 45**, and call on one student to read the caption aloud.

Wrap-Up

- Display and discuss Timeline Card 12 (*USS Constitution*), and tape it to the designated space on the timeline (after Timeline Card 11, American soldiers at the time of the War of 1812).
- Direct students' attention to the notes you recorded while reading. Read the notes aloud as a class.
- Ask students if there is additional information that should be added to the notes.

The /ee/ Sound and Its Spellings

15 minutes

Today's Focus Spelling

Note: Display the Vowel Flip Book, and have the Spelling Card listed in the At a Glance chart ('i' > /ee/) readily available. Also have the Spelling Tree for /ee/ ready to be displayed.

- Tell students that today's letter-sound correspondence can be found on the following page of the Vowel Code Flip Book.

Vowel Code Flip Book

1. 'i' > /ee/ (*ski*) Vowel Code Flip Book page 8

- Point to the /ee/ Spelling Tree. Tell students that they already know many different spellings that stand for /ee/. Review these spellings by having students read existing /ee/ words from different branches on the tree, pointing out these specific spellings: 'ee', 'ea', 'e_e', 'e', 'ey', 'y' and 'ie.'
- Explain that they will learn a new spelling today, the 'i' spelling for /ee/.
- Turn to **page 8** of the **Vowel Code Flip Book**, and put the Spelling Card on the appropriate space. Discuss the power bar.
- Tell students that today's letter-sound correspondence can be found on the following page of the Individual Code Chart.

Individual Code Chart

1. 'i' > /ee/ (*ski*) Individual Code Chart page 8

- Hand out the green markers. Have students turn to **page 8** of the **Individual Code Chart**.

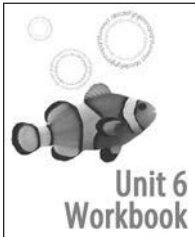
You may wish to remind students that 'i' is also a tricky spelling as students have previously learned 'i' as /i/ and as /ie/.

- Guide students in outlining the appropriate card on the chart as well as the spelling.
- Shuffle the leaves you prepared with the 'i' spelling for /ee/.
- Hold up one of the leaves you prepared, and call on a student to read the word and identify the spelling for /ee/. Have the student tape the leaf to the appropriate branch.
- Have students look at the Individual Code Chart. Ask students which of the spellings they have learned for /ee/ has the longest power bar. ('y') Explain that 'y' is the more frequently used spelling for /ee/; 'i' is less frequently used as a spelling for /ee/.

Practice

15 minutes

Tricky Spelling 'i'



Worksheet 13.1

- Ask students to turn to Worksheet 13.1. Review the directions and sample words in which 'i' represents different sounds.
- Complete the worksheet as a teacher-guided activity.

Supplemental Materials

- Newly decodable words:

- | | |
|---------------|---------------|
| 1. experience | 7. heavier |
| 2. radio | 8. piano |
| 3. easier | 9. taxi |
| 4. audience | 10. ski |
| 5. happiness | 11. gymnasium |
| 6. medium | |

- Phrases and sentences:

1. happy medium
2. The radio is blaring.
3. Jay is playing the piano.
4. Miami Beach
5. an alien in the attic
6. We hopped in the yellow taxi.

- Wiggle Cards:

1. pretend to play a piano
2. pretend to ski

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average 879–937 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average 885–938 of those words would be completely decodable.
- The spelling "i" can be pronounced /i/ as in *sit*, /ie/ as in *biker*, and /ee/ as in *piano*.

Lesson 14

Reading
Tricky 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)
- ✓ Identify the main idea of a multiparagraph nonfiction/informational text read independently, as well as the focus of specific paragraphs within the text (RI.2.2)
- ✓ Describe the connection between a series of historical events in nonfiction/informational text read independently (RI.2.3)
- ✓ Determine the meaning of unknown words and phrases in nonfiction/informational text read independently (RI.2.4)
- ✓ Identify the main purpose of a nonfiction/informational text read independently, including what the author wants to answer, explain, or describe (RI.2.6)
- ✓ Describe how reasons or facts support specific points the author makes in a nonfiction text read independently (RI.2.8)
- ✓ 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 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)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)
- ✓ Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (SL.2.6)

At a Glance	Exercise	Materials	Minutes
Reading Time	Close Reading: “A Famous Ship”	<i>The War of 1812</i> ; Worksheet 14.1	30
Today’s Spelling	Tricky Spelling ‘i’ Review	/ee/ Spelling Tree; prepared spelling leaves	20
Practice	Fill in the Blank	Worksheet 14.2	10
Take-Home Material	“A Famous Ship”; Mixed Practice	Worksheets 14.3, 14.4	*

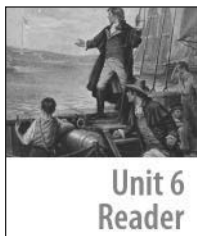
Advance Preparation

Prepare the following spelling leaves to add to the /ee/ Tree: *media*, *India*, *mosquito*, *audience*, *experience*, *gymnasium*, *furious*, *curious*, and *spaghetti*.

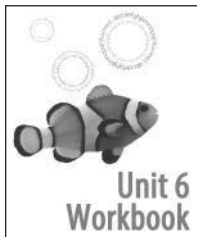
Reading Time

30 minutes

Close Reading: “A Famous Ship”



Chapter 4



Worksheet 14.1

- Have students partner read “A Famous Ship.”
- After students have finished reading “A Famous Ship” 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 a difficulty due to complex syntax, dense information, challenging transitions, or that require inferences;
 - engaging students in a culminating writing activity that is 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 chapter is that the USS *Constitution* was a ship named for the Constitution of the United States. It fought in battles during the War of 1812 and did not have much damage, earning it the nickname “Old Ironsides.” The ship can be seen today in Boston harbor.

Synopsis: The chapter “A Famous Ship” provides information about the role of the USS *Constitution* in the War of 1812 and how it survived the war.

Lesson

<p>Text from Student Reader</p> <ul style="list-style-type: none"> • Portions of the text of the Student Reader are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading. 	<p>Vocabulary Instruction</p> <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. 	<p>Text-Dependent Questions</p> <ul style="list-style-type: none"> • After 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. 	<p>Responses</p> <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 The ship on the right is the USS <i>Constitution</i>. It was one of the ships that battled in the War of 1812. The letters <i>USS</i> stand for “United States Ship.”</p>		<p>What do the letters <i>USS</i> stand for?</p>	<p>The letters <i>USS</i> stand for <i>United States Ship</i>.</p>
<p>Page 40 The USS <i>Constitution</i> was named for a very important document, the Constitution of the United States. The Constitution lays out the laws of the land.</p>	<p>lays out—explains in detail. Note for students the multiple meanings of these words. The words <i>lays out</i> can also mean spreads out or arranges.</p>	<p>What is the Constitution of the United States?</p>	<p>The Constitution of the United States is a document that lays out the laws of the land.</p>
<p>It states what people serving in each branch of the U.S. government can do. It says what the president, the Congress, and the Supreme Court can do—and also what they cannot do.</p>	<p>branch—a major part of a government. Note for students the multiple meanings of this word. The word <i>branch</i> can also mean a part of a tree that grows out from the trunk, or it can mean a local office of a company.</p>	<p>Reread the first paragraph on page 40. Describe some of the details of the Constitution. What people or groups are part of the three branches of government?</p>	<p>The Constitution states what people serving in each branch of the U.S. government can do. It says what the president, the Congress, and the Supreme Court can do—and also what they cannot do.</p> <p>The president, the Congress, and the Supreme Court are part of the three branches of government.</p>

Lesson


<p>Text from Student Reader</p> <ul style="list-style-type: none"> • Portions of the text of the Student Reader are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading. 	<p>Vocabulary Instruction</p> <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. 	<p>Text-Dependent Questions</p> <ul style="list-style-type: none"> • After 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. 	<p>Responses</p> <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>During the War of 1812, the USS <i>Constitution</i> had a string of battles on the high seas.</p> <p>In one battle, the USS <i>Constitution</i> attacked a British ship. It was a hard fight. The sailors on both sides fired cannons. The guns blazed and smoked.</p> <p>The British ship fired back. But its cannonballs did less damage to the U.S. ship. In fact, some of them bounced off the thick walls of the American ship.</p> <p>When the American sailors saw this, they cheered.</p> <p>“Hooray!” one of them shouted. “Her sides are made of iron!”</p> <p>In fact, however, the sides of the ship were not made of iron but of very thick planks of wood. The wooden sides of the USS <i>Constitution</i> were much thicker than most ships.</p>	<p>string (of battles)—series (of battles). Note for students the multiple meanings of this word. The word <i>string</i> can also mean a long piece of twisted thread used to tie things together or hang things.</p> <p>blazed—shot quickly and repeatedly. Note for students the multiple meanings of this word. The word <i>blazed</i> can also mean burned brightly like fire.</p> <p>damage—harm</p>	<p>Was the USS <i>Constitution</i> really made of iron?</p>	<p>No, the USS <i>Constitution</i> was not really made of iron. It was made of strong wood.</p>
<p>Page 44</p> <p>They also gave the ship a nickname. They called it “Old Ironsides” because its wooden sides seemed as strong as iron.</p>		<p>If the USS <i>Constitution</i> was made of wood, not iron, why was it nicknamed Old Ironsides?</p>	<p>Because the cannonballs did not do much damage to the ship, it was as if the sides of the ship were made of iron. The sailors gave the ship the nickname to describe just how strong the sides of the ship were.</p>

Wrap-Up

- Have students complete Worksheet 14.1 independently.

Tricky Spelling 'i' Review

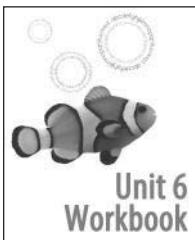
- Remind students that in a previous lesson they learned a new way to spell the /ee/ sound as 'i'. Have students read all of the words on the /ee/ Tree that are spelled with 'i'.
- Shuffle the new leaves that you prepared for the /ee/ Tree. Have students read all the words aloud as a class. Call on an individual student to tell you the spelling of the /ee/ sound in each word. Have another student circle the letter and a third student tape the word to the Spelling Tree.
- Now, remind students that they also know two other sounds for 'i', /i/, and /ie/, so 'i' is a tricky spelling.
- Draw this graphic on the board as you review the different sounds of the letter 'i':

	→ /ee/	pizza	piano	media
	→ /ie/	biking	hiking	kind
	→ /i/	fit	sit	bit

Practice

10 minutes

Fill in the Blank



Worksheet 14.2

- Ask students to turn to Worksheet 14.2.
- Read aloud all the words in the box, and then have students complete the worksheet independently.

Take-Home Material

"A Famous Ship"; Mixed Practice

- Have students take home Worksheet 14.3 to read to a family member and Worksheet 14.4 to complete.

Lesson 15

Spelling Assessment

✓ Objectives

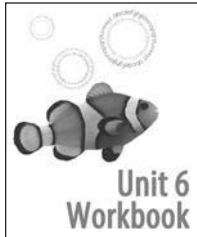
The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ 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)
- ✓ Determine the meaning of unknown words and phrases in nonfiction/informational text read independently (RI.2.4)
- ✓ Identify and use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a nonfiction/informational text (RI.2.5)
- ✓ Describe how reasons or facts support specific points the author makes in a nonfiction text read independently (RI.2.8)
- ✓ 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 the following Tricky Word: *special* (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 glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases (L.2.4e)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Spelling	Spelling Assessment	Worksheet 15.1	20
Reading Time	Whole Group: “The Attack on Washington, D.C.”	<i>The War of 1812</i> ; Timeline Card 13; tape; Worksheet 15.2	25
Grammar	Run-On Sentences	Worksheet 15.3	15

Advance Preparation

Be sure to erase the spelling table from the board and/or turn the table over so students cannot refer to it during the assessment.

10 Spelling Assessment

Worksheet 15.1

- Have students tear out Worksheet 15.1.
- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students time to write the word.
- Repeat this procedure with each of the remaining words.

- | | |
|---------------|---------------|
| 1. caption | 11. fudge |
| 2. revenge | 12. addition |
| 3. locomotion | 13. nudge |
| 4. nation | 14. option |
| 5. cottage | 15. judge |
| 6. attention | 16. action |
| 7. huge | 17. large |
| 8. range | 18. change |
| 9. stations | 19. direction |
| 10. fraction | |

Tricky Word: Europe

- Direct students' attention to the lines on the back of the worksheet. Tell students to write the sentence "Great Britain is located in Europe." Slowly repeat this sentence three times.
- At the end, go back through the list, and read each spelling word one more time.
- After all the words have been called out, tell students that you will now show them the correct spelling for each word so that they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then onto the sentence.
- Circle the following words on the board. Ask students to write the words in alphabetical order on the back of the worksheet:

1. change
2. cottage
3. caption

- After all students have finished, write the three words in alphabetical order for students to correct their papers.

1. caption
2. change
3. cottage

Note to Teacher

At a later time today, you may find it helpful to use the Spelling Analysis Chart provided at the end of this lesson to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Reading Time

25 minutes

Whole Group: "The Attack on Washington, D.C."

Introducing the Chapter

- Tell students that the title of today's chapter is "The Attack on Washington, D.C."
- Tell students that D.C. in the name Washington, D.C., stands for District of Columbia. The full name of the city is Washington, District of Columbia. Washington, D.C., is a city, not a state. The city is the capital of the United States, where many important buildings and people connected to the U.S. government are found.
- Review with students what they have learned so far about the War of 1812.
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Previewing the Tricky Words

- You may wish to preview the following Tricky Word before reading the chapter:
 - **special**—Students are likely to pronounce it /s/ /p/ /e/ /k/ /i/ /a/ /l/. However, the word is pronounced /s/ /p/ /e/ /sh/ /ə/ /l/.

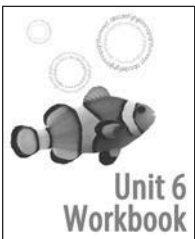
Previewing the Vocabulary

- Preview specific vocabulary immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in "The Attack on Washington, D.C." is listed in bold print after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.



Unit 6
Reader

Chapter 5



Unit 6
Workbook

Worksheet 15.2

Vocabulary for “The Attack on Washington, D.C.”

1. **Capitol**—the building in Washington, D.C., where Congress meets (46)
2. **support the troops**—to provide encouragement and sometimes food and supplies to soldiers (48)
3. **defeat**—the loss in a contest or battle (48)
4. **panic**—to suddenly become very scared (**panicked**) (48)
5. **flee**—to run away from danger (50)
6. **trunk**—a large box or crate used to carry things (52)

- Assist students in decoding these words in the following way:
 - Write the vocabulary word on the board.
 - Divide the word into syllables.
 - Cover one syllable at a time with your hand, and segment the word.
 - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
 - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

Note: Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted:

1. Cap | i | tol ‘o’ > ‘o’ > /ə/ (*symbol*)
2. sup | port the troops
3. def | eat
4. pan | ic
5. flee
6. trunk

Sound Spellings for Words

- Write the word *Capitol* on the board.
 - Circle the letter ‘o’.
 - Tell students that the letter ‘o’ represents the schwa sound /ə/.
 - Write the word *symbol* on the board as another example of a word in which ‘o’ spells the sound /ə/.

Guided Reading Supports and Purpose for Reading

Note: It is important that you stop frequently to ask students questions and check for their understanding of the material, much in the same way you use the Guided Listening Supports in Listening & Learning. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so that the misunderstandings do not compound over time.

- Be sure to call students' attention to and discuss the images and captions accompanying the text, as they often reinforce understanding of the text.
- Also, call students' attention to the bolded vocabulary words in the chapter, noting that they are included in the glossary.

Pages 46 and 47

- Read the title of the chapter together as a class, "The Attack on Washington, D.C."
- Preview the vocabulary word *Capitol* for students, and discuss its definition.
- Tell students to read **page 46** to themselves to find the answer to the question: "Why was President Madison upset?"
- When students have finished reading, restate the question and ask students to answer. (President Madison was upset because two years had passed, and the war was still going on. The U.S. Army had won some battles and lost some battles. The British army was marching toward Washington, D.C.)
- Direct students' attention to the image on **page 47**, and call on one student to read the caption aloud.

Pages 48 and 49

- Preview the vocabulary words *support the troops*, *panic*, and *defeat*, and discuss their definitions. Note for students that the past tense of the word *panic* is used in this chapter, *panicked*.
- Tell students to read the first two paragraphs on **page 48** to themselves to find the answer to the question: "What did President Madison plan to do?"
- When students have finished reading, restate the question and ask students to answer. (President Madison planned to go support the troops in a big battle outside the city.)
- Say, "I wonder how the battle went. Let's read the rest of **page 48** to find out."
- When students have finished reading, restate the question and ask students to answer. (The battle did not go well. The U.S. Army was beaten. People panicked.)
- Direct students' attention to the image on **page 49**, and read the caption aloud as a class.

Pages 50 and 51

- Preview the vocabulary word *flee*, and discuss its definition.
- Tell students to read **page 50** to themselves to find the answer to the question: “What did Mrs. Madison have to do and why?”
- When students have finished reading, restate the questions and ask students to answer. (Mrs. Madison had to flee because the British were coming.)
- Ask, “What did Mrs. Madison hope to do?” (She hoped to take as much with her as she could.)
- Direct students’ attention to the image on **page 51**, and read the caption aloud to students.

Pages 52 and 53

- Preview the vocabulary word *trunk*, and discuss its definition.
- Say, “I wonder what Mrs. Madison was able to take with her. Let’s read **page 52** to find out.”
- When students have finished reading, restate the question and ask students to answer. (Mrs. Madison grabbed things that were important to the American people like papers and letters. She ordered her slaves and servants to cut a painting of George Washington from its frame.)
- Direct students’ attention to the image on **page 53**, and call on one student to read the caption aloud.

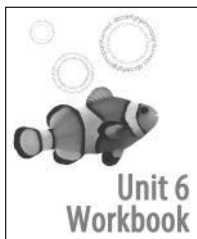
Wrap-Up

- Display and discuss Timeline Card 13 (Dolley Madison), and tape it to the designated spot on the timeline [after Timeline Card 12 (*USS Constitution*)].
- Have students complete Worksheet 15.2 with a partner.

Grammar

15 minutes

Run-On Sentences



Worksheet 15.3

- Remind students that you have previously discussed how to fix run-on sentences.
- Write the following on the board:
 - *We went to lunch Tuesday we will go again Friday.*
- Ask students to give you ideas about how to correct this run-on sentence. Students should come up with the following possibilities:
 - *We went to lunch Tuesday. We will go to lunch again Friday.*
 - *We went to lunch Tuesday and will go again Friday.*
- Ask students to turn to Worksheet 15.3.
- Complete the first item as an example, and then have students complete as many items independently as time permits.

Spelling Analysis Directions

Unit 6, Lesson 15

- The most likely errors to occur with these spelling words is the misspelling of 'tion' as 'shun' or misspelling 'g' or 'j' for 'ge' or 'dge'.
- The second most likely error may be one of incorrectly alphabetizing the words on the back of the spelling worksheet. Additional instruction will be given with this skill as the unit progresses.
- Although any of the above student-error scenarios may occur, you should still be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors that the student makes in the analysis chart. For example:
 - Is the student consistently making errors on specific vowels? Which ones?
 - Is the spelling of the schwa sound a consistent problem?
 - Is the student consistently making errors on double consonants?
 - Is the student consistently making errors at the end of the words?
 - Is the student consistently making errors on particular beginning consonants?

Spelling Analysis Chart Lesson 15

	Tricky Word: Europe																			
	19. direction																			
	18. change																			
	17. large																			
	16. action																			
	15. judge																			
	14. option																			
	13. nudge																			
	12. addition																			
	11. fudge																			
	10. fraction																			
	9. stations																			
	8. range																			
	7. huge																			
	6. attention																			
	5. cottage																			
	4. nation																			
	3. locomotion																			
	2. revenge																			
	1. caption																			
Name																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Lesson 16

✓ 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)
- ✓ Identify the main idea of a multi-paragraph nonfiction/informational text read independently, as well as the focus of specific paragraphs within the text (RI.2.2)
- ✓ Describe the connection between a series of historical events in nonfiction/informational text read independently (RI.2.3)
- ✓ Determine the meaning of unknown words and phrases in nonfiction/informational text read independently (RI.2.4)
- ✓ Identify the main purpose of a nonfiction/informational text read independently, including what the author wants to answer, explain, or describe (RI.2.6)
- ✓ Describe how reasons or facts support specific points the author makes in a nonfiction text read independently (RI.2.8)
- ✓ 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 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 vowels: ‘er’ > /er/; ‘or’ > /or/; ‘ar’ > /ar/ (RF.2.3b)
- ✓ 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)

At a Glance	Exercise	Materials	Minutes
Reading Time	Close Reading: “The Attack on Washington, D.C.”	<i>The War of 1812</i>	30
Spelling	Introduce Spelling Words	Worksheet 16.1	20
Practice	Board Sort	board; prepared word cards; tape	10
Take-Home Material	Family Letter; “The Attack on Washington, D.C.”; Alphabetize Words	Worksheets 16.1–16.3	*

Advance Preparation

Prepare the following spelling words on cards, and have paper clips handy for folding the cards.

- | | |
|-----------------|-------------------------------|
| 1. Madison | 11. cannon |
| 2. president | 12. death |
| 3. battle | 13. Dolley |
| 4. march | 14. merchants |
| 5. Congress | 15. paved |
| 6. British | 16. hawks |
| 7. Washington | 17. painting |
| 8. support | 18. monarchy |
| 9. troops | 19. navy |
| 10. impressment | Tricky Word: Ironsides |

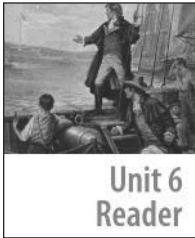
Also prepare the following word cards for board sorting.

- | | |
|--------------|-------------|
| 1. ski | 11. rising |
| 2. sit | 12. crib |
| 3. trick | 13. easiest |
| 4. biting | 14. fix |
| 5. radio | 15. British |
| 6. trip | 16. medium |
| 7. piano | 17. riding |
| 8. happiness | 18. list |
| 9. finish | 19. hiding |
| 10. heavier | 20. taxi |

Note to Teacher

This week the spelling words are all domain-specific words instead of words with a particular spelling feature.

Close Reading: “The Attack on Washington, D.C.”



- Have students partner read “The Attack on Washington, D.C.”
- After students have finished reading “The Attack on Washington, D.C.” 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 a difficulty due to complex syntax, dense information, challenging transitions, or that require inferences;
 - engaging students in a culminating writing activity that is 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 chapter is that the British attacked Washington, D.C., which was a young town at the time. When people found out that the U.S. Army had been beaten by the British in a battle outside the city, they panicked and fled. Dolley Madison saved valuable documents and a painting from the President’s House.

Synopsis: The chapter “The Attack on Washington, D.C.” provides information about the British march to and attack on Washington, D.C.

Lesson

<p>Text from Student Reader</p> <ul style="list-style-type: none"> • Portions of the text of the Student Reader are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading. 	<p>Vocabulary Instruction</p> <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. 	<p>Text-Dependent Questions</p> <ul style="list-style-type: none"> • After 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. 	<p>Responses</p> <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 46</p> <p>In August of 1814, President Madison was upset. Two years had passed. The war was still going on. The U.S. Army had won some battles, and it had lost some battles.</p> <p>At the time, Washington, D.C., was a young town. Some buildings had just been finished. Others were not finished yet.</p>	<p>young (town)—a town that had been started or established not too long ago</p>	<p>Reread the third paragraph on page 46. Describe Washington, D.C., as a town at the time.</p>	<p>Washington, D.C., was a young town. Some buildings had just been finished. Others were not finished yet.</p>
<p>Page 48</p> <p>The President’s House was a special house that had been constructed for the president. (Today it is called the White House.) It was only about ten years old at the time. It was home to President Madison and his wife, Dolley.</p>		<p>Who lived at the President’s House?</p>	<p>President Madison and his wife Dolley lived at the President’s House.</p>
<p>President Madison was aware that there was going to be a big battle outside the city. He planned to go support the troops.</p> <p>People quickly found out about the defeat. The army had lost! The British were coming! People in the city panicked. They grabbed their things and ran away. The roads were jammed with people and carts.</p>	<p>defeat—loss, such as a battle or contest</p> <p>panicked—suddenly felt extremely fearful</p> <p>jammed—so full that movement stopped. Note for students the multiple meanings of this word. The word <i>jammed</i> can also mean stopped working because a moveable part has become stuck.</p>	<p>What were the roads like when people found out about the U.S. Army defeat? Why?</p>	<p>The roads were jammed with people and carts because people panicked when they heard the British were coming.</p>
<p>Page 50</p> <p>President Madison could not get back to the President’s House. His wife, Dolley, was left there with servants and soldiers.</p>		<p>Who was left at the President’s House?</p>	<p>Dolley Madison, servants, and soldiers were left at the President’s House.</p>

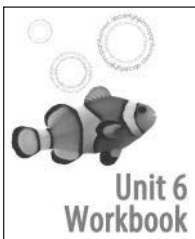
Lesson

Text from Student Reader	Vocabulary Instruction	Text-Dependent Questions	Responses
<ul style="list-style-type: none"> Portions of the text of the Student Reader are 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 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 52</p> <p>In the end, Mrs. Madison left most of her own things behind. Instead, she carried away things that were important to the American people. She grabbed papers and letters. She stuffed as many of them as she could into a trunk.</p>	<p>stuffed—filled by packing things in. Note for students the multiple meanings of this word. The word <i>stuffed</i> can also mean filled with a soft material, as a cushion, or filled out the skin of an animal that is no longer alive for mounting.</p>	<p>In the end, what did Mrs. Madison leave behind?</p>	<p>Mrs. Madison left behind most of her own things.</p>
<p>Mrs. Madison was ready to leave. Then she remembered one last thing. It was a painting of George Washington. There was no time to gently take it from its frame. She ordered the slaves and servants to cut out the painting.</p>		<p>What did Mrs. Madison remember before she was ready to leave? Why was this important?</p>	<p>Mrs. Madison remembered a painting of George Washington, so she had it cut out of its frame. George Washington was important to the United States, and she had carried away other things that were important to the American people.</p>

Spelling

20 minutes

Introduce Spelling Words



Worksheet 16.1

- Prior to introducing the specific spelling words, tell students that this week all of the words are related to the Reader *The War of 1812*. Show students one word at a time, asking them to first read the word. Ask students to use each word in a sentence illustrating its meaning.
- 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 as you did in previous lessons.
- Ask students: “Do you see any words that begin with ‘a’? No. ‘b’? Yes, I have two words that begin with ‘b’. I wonder how we know which one to put first? Let me unfold one more letter. (Fold the cards so the ‘ba’ and ‘Br’ are visible.) Oh, I see. ‘a’ comes before ‘r’, so I will put the word that starts with ‘ba’—*battle* before the word that starts with ‘Br’—*British*. ‘c’? Yes, I have two words that begin with ‘c’. I wonder how we know which one to put first? Let me unfold one more letter. (Fold the cards so the ‘ca’, ‘Co’ are visible.) Oh, I see. ‘a’ comes before ‘o’, so I will put the word that starts with ‘ca’—*cannon*—

before the word that starts with 'Co' – *Congress*.” Proceed in this way until all cards have been alphabetized.

- Unfold the cards, and read the words aloud with students.
- Tell students that the words are now in alphabetical order.

- | | |
|----------------|----------------|
| 1. battle | 11. march |
| 2. British | 12. merchants |
| 3. cannon | 13. monarchy |
| 4. Congress | 14. navy |
| 5. death | 15. painting |
| 6. Dolley | 16. paved |
| 7. hawks | 17. president |
| 8. impressment | 18. support |
| 9. Ironsides | 19. troops |
| 10. Madison | 20. Washington |

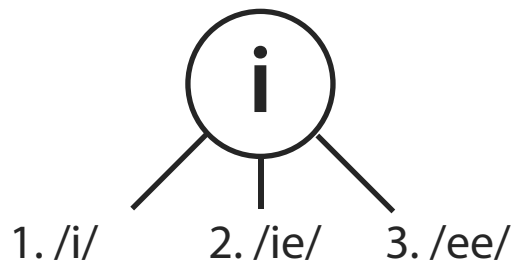
- Tell students the words will remain on display until the assessment so that they may refer to them during the week.
- Tell students that they will take home Worksheet 16.1 to share with a family member.

Practice

10 minutes

Board Sort

- Remind students that earlier in this unit, they learned a new sound for the 'i' spelling, /ee/ as in *ski*.
- Write 'i' on the board, and make three headers underneath: /i/, /ie/, and /ee/.



- 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 then tape each card under the correct header on the board.

Take-Home Material

Family Letter; “The Attack on Washington, D.C.”; Alphabetize Words

- Have students take home Worksheet 16.1 to share with a family member, Worksheet 16.2 to read to a family member, and Worksheet 16.3 to complete.

Lesson 17

✓ 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.

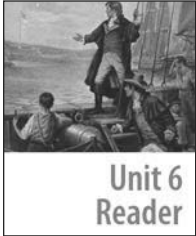
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational text read independently (RI.2.1)
- ✓ Determine the meaning of unknown words and phrases in nonfiction/informational text read independently (RI.2.4)
- ✓ Identify and use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a nonfiction/informational text (RI.2.5)
- ✓ Read the following Tricky Words: *shoe* (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)
- ✓ Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (SL.2.6)
- ✓ Use and expand complete simple and compound sentences orally and in own writing (L.2.1f)
- ✓ Use glossaries and beginnings dictionaries, both print and digital, to determine or clarify the meaning of words and phrases (L.2.4e)

<i>At a Glance</i>	Exercise	Materials	Minutes
Reading Time	Whole Group: “The Burning of Washington, D.C.”	<i>The War of 1812</i> ; Timeline Card 14; tape	30
Grammar	Building Sentences		15
Small Group	Remediation and Enrichment	Worksheets 17.1–17.3	15
Take-Home Material	“The Burning of Washington, D.C.”; Run-On Sentences	Worksheets 17.4, 17.5	*

Advance Preparation

Using the board or chart paper, write three columns labeled: “Who?”, “Where?”, and “Why?”. Alternately you could use three separate sheets of chart paper, labeling each one.

Whole Group: “The Burning of Washington, D.C.”



Chapter 6

Introducing the Chapter

- Tell students that the title of today’s chapter is “The Burning of Washington, D.C.”
- Engage students in a brief discussion about what they learned about the attack on Washington, D.C., from reading the previous chapter.
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Previewing the Tricky Words

- You may wish to preview the following Tricky Word before reading the chapter:
 - **shoe**—Students are likely to pronounce it /sh/ /oe/. However, the word is pronounced /sh/ /oo/.

Previewing the Vocabulary

- Preview specific vocabulary immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “The Burning of Washington, D.C.” is listed in bold print after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.

Vocabulary for “The Burning of Washington, D.C.”

1. **charge**—to rush into (**charged**) (54)
2. **toast**—to raise a glass and drink in honor of someone or something (**toasted**) (56)
3. **ransacked**—searched in order to steal and cause damage (56)
4. **torch**—a piece of wood that burns at one end (**torches**) (56)
5. **drape**—curtain (**drapes**) (56)
6. **heavy blow**—a difficult loss to deal with (58)
7. **soot**—the black powder left behind when something burns (58)

- Assist students in decoding these words in the following way:
 - Write the vocabulary word on the board.
 - Divide the word into syllables.
 - Cover one syllable at a time with your hand, and segment the word.
 - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.

- Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

Note: Here are the vocabulary words divided into syllables for your convenience, with any usual letter-sound correspondences also noted.

1. charge
2. toast
3. ran | sacked
4. torch
5. drape
6. heav | y blow 'ea' > /e/ (*head*)
7. soot

Sound Spellings for Words

- Write the words *heavy blow* on the board.
 - Circle the letters 'ea'.
 - Tell students that these letters represent the sound /e/.
 - Ask students to turn to **page 7** of the **Individual Code Chart**.
 - Ask students to find the /e/ row and follow it across to 'ea' (*head*).
 - Ask students to summarize what the power bar means for 'ea'.

Guided Reading Supports and Purpose for Reading

- After previewing the vocabulary, remind students that as they are reading, if they do not recall the meaning of a word, they can always look it up in the glossary. Also, note for students that *torch* and *heavy blow* have multiple meanings. *Torch* can also mean to burn something. *Heavy blow* can also mean a hard hit using an object or part of the body.
- Read the title of the chapter together as a class, "The Burning of Washington, D.C."
- Take a few moments to go through the chapter, looking at the images and reading the captions.

Note for students the two words *Capitol* and *capital*. Tell students that the word *Capitol*, with a capital letter 'C' and the letters 'tol' refers to the Capitol building, where Congress meets or where a state government meets. The word *capital* with a lower-case 'c' and the letters 'tal' refers to the capital city, which is where the main government offices are located.

Pages 54–59

- Tell students to read **pages 54–59** to themselves to find out what happened to Washington, D.C., when the British arrived.
- As students read silently, you should circulate throughout the room, lending assistance as needed.
- When students have finished reading, restate the question and ask students to answer. (The British Army marched into Washington, D.C. They burned the Capitol building. They broke down the doors of the President's House and marched inside. They ate dinner inside and then started smashing things. They stole things. Then, they set the house on fire. Then, the British soldiers marched away.)

Wrap-Up

- Display and discuss Timeline Card 14 (The Capitol building after the British burned it during the attack on Washington, D.C.), and tape it to the designated spot on the timeline [after Timeline Card 13 (Dolley Madison)].
- Use the following questions to promote a discussion:

Discussion Questions on "The Burning of Washington, D.C."

1. *Literal* Why did British soldiers burn Washington, D.C.? (They were angry because the U.S. Army had burned the capital city of Canada, so they wanted to get back at the Americans by burning the U.S. capital.)
2. *Literal* How were the fires set by the British soldiers put out? (Rain from a storm stopped most of the fires.)
3. *Literal* Why did the Madisons feel they would never call the President's House home again? (They came back and found it was a mess. The walls were black with soot, the windows were broken, and all of their things had been stolen or burned.)

Building Sentences

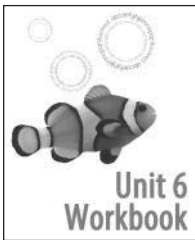
- Remind students that they have been talking about complete and incomplete sentences; they have learned that a complete sentence must always have a subject and a predicate.
- Tell students that today they are going to learn how to build or write interesting sentences.
- Write the following sentence on the board or chart paper: *They went on Tuesday.*
- Ask students whether this is a complete or incomplete sentence. Then ask them to help “prove” that the sentence is complete by identifying the subject and the predicate. Underline the subject with a single line and the predicate with a double line.
- Point out that although this is a complete sentence, it is a very simple sentence that does not provide very much information and is not very interesting.
- Pointing to the subject *They*, ask students, “Who is meant by *they*?” Record any possible answers under the heading “Who?”.
- Have students choose one of the responses you recorded and use it to write a revised sentence (e.g., *Joyce and Mark went on Tuesday.*)
- Ask students to again identify the subject. Point out that in rewriting the sentence, you added information to the subject.
- Now ask students, “Where did they go?” and record students’ responses under the heading “Where?”.
- Have students choose one of the responses you recorded and use it to write another revised sentence, (e.g., *Joyce and Mark went to an amusement park on Tuesday.*). Point out that you added something to the predicate of the sentence.
- Now ask students, “Why did they go?” and record students’ responses under the heading “Why?”.

- Have students choose one of the responses you recorded and use it to write another revised sentence on the board (e.g., *Joyce and Mark went to an amusement park on Tuesday to ride roller coasters.*). Point out that you again added something to the predicate of the sentence.
- If time permits, repeat these steps for the sentence *It grew*. Ask the following questions: “What grew? Where did it grow? How did it grow?”.
- Sum up by telling students that you will continue to practice building sentences in the lessons to come.

Small Group

15 minutes

Remediation and Enrichment



Worksheet 17.1–17.3

- While working with students in small groups, please remember to choose activities that fit the needs of your students at the time.
- ✪ **Small Group 1:** Have students who are able to work independently complete Worksheet 17.1 to review parts of speech and reading skills.
- ✪ **Small Group 2:** Work with students needing extra help with either grammar or the spellings from Unit 6. Work with students to complete either Worksheet 17.2 or Worksheet 17.3, depending on which skills they need to practice.

Take-Home Material

“The Burning of Washington, D.C.”; Run-On Sentences

- Have students take home Worksheet 17.4 to read to a family member and Worksheet 17.5 to complete.

Lesson 18

✓ 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.

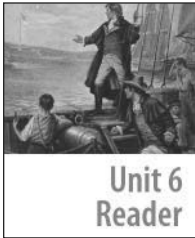
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational text read independently (RI.2.1)
- ✓ Interpret information from diagrams, charts, timelines, graphs, or other 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
Reading Time	Small Group: “The Burning of Washington, D.C.”	<i>The War of 1812</i> ; Worksheet 18.1	30
Grammar	Building Sentences	board or chart paper; Worksheet 18.2	30

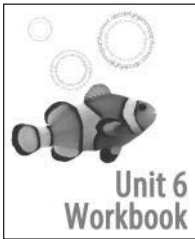
Advance Preparation

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

Small Group: “The Burning of Washington, D.C.”



Chapter 6



Worksheet 18.1

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

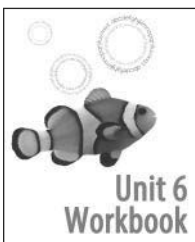
- ✦ **Small Group 1:** Ask these students to come to the reading table and read the chapter with you. This is an excellent time for you to make notes in your anecdotal records. When students have finished reading, have them complete Worksheet 18.1 as a group, using the Reader as a guide.
- ✦ **Small 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

Building Sentences



Worksheet 18.2

- 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.

Lesson 19

✓ 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)
- ✓ Determine the meaning of unknown words and phrases in nonfiction/informational text read independently (RI.2.4)
- ✓ Identify and use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a nonfiction/informational text (RI.2.5)
- ✓ Read and write words with the following letter-sound correspondences: ‘a’ as /a/ (*hat*), /æ/ (*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 the following Tricky Word: *Fort McHenry* (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)
- ✓ Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (SL.2.6)
- ✓ Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases (L.2.4e)

At a Glance	Exercise	Materials	Minutes
Reading Time	Whole Group: “The Attack on Baltimore”	<i>The War of 1812</i>	30
Practice	Word Sort	prepared word cards	15
	Baseball Game	prepared word cards	15
Take-Home Material	“The Attack on Baltimore”	Worksheet 19.1	*

Advance Preparation

Prepare the following word cards for the word sort and the baseball game.

- | | |
|---------------|---------------|
| 1. about | 23. fossil |
| 2. China | 24. nostril |
| 3. around | 25. federal |
| 4. Africa | 26. battle |
| 5. appetite | 27. camel |
| 6. Tennessee | 28. little |
| 7. debate | 29. possible |
| 8. thousand | 30. uncle |
| 9. fiction | 31. along |
| 10. animal | 32. around |
| 11. metal | 33. America |
| 12. total | 34. operation |
| 13. royal | 35. emotion |
| 14. principal | 36. nation |
| 15. typical | 37. invention |
| 16. normal | 38. action |
| 17. practical | 39. benefit |
| 18. signal | 40. deposit |
| 19. pencil | 41. telescope |
| 20. evil | 42. category |
| 21. April | 43. decay |
| 22. devil | 44. decide |

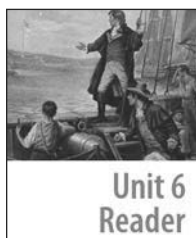
Reading Time

30 minutes

Whole Group: "The Attack on Baltimore"

Introducing the Chapter

- Tell students that the title of today's chapter is "The Attack on Baltimore."
- Review with students what they learned about the attack on Washington, D.C.
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.



Chapter 7

Previewing the Tricky Word

- You may wish to preview the following Tricky Word before reading the chapter:
 - **Fort McHenry**—Students are likely to be unfamiliar with how to pronounce ‘Mc’. Students may think *McHenry* is pronounced /m/ /k/ /h/ /e/ /n/ /r/ /y/. The word is pronounced /m/ /i/ /k/ /h/ /e/ /n/ /r/ /ee/.

Previewing the Vocabulary

- Preview specific vocabulary immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “The Attack on Baltimore” is listed in bold print after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.

Vocabulary for “The Attack on Baltimore”

1. **port**—a place on the water near land, where ships load and unload cargo (**60**)
 2. **pile up**—to collect (**piled up**) (**62**)
 3. **harbor**—an area of calm, deep water near land, where ships can safely put down their anchors (**62**)
 4. **pitch in**—to help with (**pitched in**) (**62**)
 5. **stitching**—sewing (**stitched**) (**66**)
 6. **niece**—the daughter of your brother or sister (**nieces**) (**66**)
 7. **commander**—a high-ranking officer in the military (**68**)
- Assist students in decoding these words in the following way:
 - Write the vocabulary word on the board.
 - Divide the word into syllables.
 - Cover one syllable at a time with your hand, and segment the word.
 - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
 - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

Note: Here are the vocabulary words divided into syllables for your convenience, with any usual letter-sound correspondences also noted:

1. port
2. pile up
3. har | bor
4. pitch in 'tch' > /ch/ (*itch*)
5. stitch | ing 'tch' > /ch/ (*itch*)
6. niece 'ie' > /ee/ (*piece*)
7. com | mand | er

Sound Spellings for Words

- Write the words *pitch in* and *stitching* on the board.
 - Circle the letters 'tch' in each word.
 - Tell students that these letters represent the sound /ch/.
 - Ask students to turn to **page 2** of the **Individual Code Chart**.
 - Ask students to find the /ch/ row and follow it across to 'tch' (*itch*).
 - Ask students to summarize what the power bar means for 'tch'.
- Write the word *niece* on the board.
 - Circle the letters 'ie' in this word.
 - Tell students that these letters represent the sound /ee/.
 - Ask students to turn to **page 8** of the **Individual Code Chart**.
 - Ask students to find the /ee/ row and follow it across to 'ie' (*cookie*).
 - Ask students to summarize what the power bar means for 'ie'.

Guided Reading Supports and Purpose for Reading

Note: It is important that you stop frequently to ask students questions and check for their understanding of the material, much in the same way you use the Guided Listening Supports in Listening & Learning. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so that the misunderstandings do not compound over time.

- Be sure to call students' attention to and discuss the images and captions accompanying the text, as they often reinforce understanding of the text.
- Also, call students' attention to the bolded vocabulary words in the chapter, noting that they are included in the glossary.

Pages 60 and 61

- Read the title of the chapter together as a class, “The Attack on Baltimore.”
- Preview the vocabulary word *port* for students, and discuss its definition.
- Tell students to read **page 60** to themselves to find the answer to the question: “Why was Baltimore an important city?”
- When students have finished reading, restate the question and ask students to answer. (It was the third largest city in the United States, and it was also a key port.)
- Direct students’ attention to the image on **page 61**, and read the caption aloud as a class.

Pages 62 and 63

- Preview the vocabulary words *harbor* and *pitch in*, and discuss their definitions. Note for students that *pitched in* is a form of the word *pitch in* that appears in this chapter.
- Tell students to read **page 62** to themselves to find the answer to the question: “How did the British plan to take about Baltimore?”
- When students have finished reading, restate the question and ask students to answer. (The British hoped that if they could take Fort McHenry, they could take the city.)
- Ask, “How did the people of Baltimore prepare for the attack?” (They piled up supplies, they set up walls, and they sank ships in the harbor to keep British ships from getting too close to the fort.)
- Point out that the image on **page 63** is what Fort McHenry looks like today. Call on one student to read the caption aloud.

Pages 64 and 65

- Tell students to read **page 64** to themselves to find the answer to the question: “Who was asked to make a flag to fly over Fort McHenry?”
- When students have finished reading, restate the question and ask students to answer. (Mary Pickersgill)
- Ask, “What does the U.S. flag look like today?” (It has fifty stars and thirteen stripes.)
- Direct students’ attention to the image on **page 65**, and call on one student to read the caption aloud.

Pages 66 and 67

- Have students find the words *stitching* and *niece* in the glossary, and discuss their definitions. Note for students that the words *stitched* and *nieces* both appear in this chapter.
- Have students read **page 66** to themselves to find the answer to the question: “Who helped Mrs. Pickersgill stitch the flag?”

- When students have finished reading, restate the question and ask students to answer. (Her daughter, her servants, and two of her nieces helped her stitch the flag.)
- Ask, “Why did Mrs. Pickersgill need so much help stitching the flag?” (The flag was huge, so Mrs. Pickersgill could not stitch it by herself.)
- Have students look at the image on **page 67** and read the caption to themselves.

Pages 68 and 69

- Preview the vocabulary word *commander*, and discuss its definition.
- Say, “I wonder what happened during the attack on Baltimore. Let’s read **page 68** to find out.”
- When students have finished reading, restate the question and ask students to answer. (The U.S. soldiers were ready and stopped the British Army. The British commander was killed and the British went back to their ships to make a different plan.)
- Direct students’ attention to the image on **page 69**, and read the caption aloud to them.

Wrap-Up

- Use the following questions to promote a discussion.

Discussion Questions on “The Attack on Baltimore”

1. *Literal* How did the British plan to attack Baltimore? (by land and by sea)
2. *Literal* How is the current U.S. flag the same as or different from the flag made by Mary Pickersgill? (The current flag has fifty stars and thirteen stripes. The flag made by Mary Pickersgill had fifteen stars and fifteen stripes.)
3. *Inferential* How was the attack on Baltimore different than the attack on Washington, D.C.? (U.S. soldiers and the people of Baltimore were aware of plans for the attack on Baltimore. They got ready. The soldiers defeated the British Army. People were not ready for the attack on Washington, D.C., and the British burned many buildings and beat the U.S. Army.)

Word Sort

15 minutes

- Write the following headers on the board, and choose the following index card examples to read with students as a way to review each spelling for the schwa sound; tape each word under the appropriate header on the board:

'a' > /ə/ 'e' > /ə/ 'al', 'el', 'il', 'le' > /ə/ + /l/ 'tion' > /sh/ + /ə/ + /n/

Examples: *around, debate, principal, camel, pencil, battle*

- Continue the Word Sort as students read cards during the Baseball Game.

Baseball Game

15 minutes

- Tell students that today they will review the different schwa spellings they studied in Unit 5.
- Thoroughly shuffle the cards that you have prepared.
- Draw a baseball diamond on the board.
- Divide the class into two teams, having one team at a time come to the front of the room and line up in front of the board. (You may choose to have students stay seated and divide the class into teams by the manner in which they are seated.) Each team takes a “turn at bat” as follows:
 - Pick a card from the pile, and ask the first person on the team to read it aloud, while you tape it in the correct column on the board. If the word is read correctly, draw a line from home plate to first base, signifying a “hit.” This player then goes to the back of his team’s line, while the next player comes forward to read the next card. If she reads the word correctly, draw a line from first to second base. Play continues this way. If the fourth player reads the word correctly, draw a line from third base to home plate, and mark “1 run” for the team. Play continues for this team so long as no words are misread; when a word is misread, the next team takes its turn at bat.
 - Set a timer for 10 minutes, and tell students that whichever team has the most runs when the timer rings is the winning team. Point out that accuracy is important, but so is speed in reading words quickly. The more turns that players have to read words, the more likely their team is to score runs.

Take-Home Material**""The Attack on Baltimore"**

- Have students take home Worksheet 19.1 to read to a family member.

Lesson 20

Spelling Assessment

✓ 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.

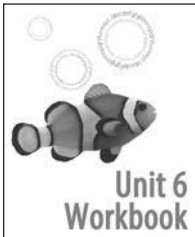
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational text read independently (RI.2.1)
- ✓ Interpret information from diagrams, charts, timelines, graphs, or other 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)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Spelling	Spelling Assessment	Worksheet 20.1	30
Reading Time	Partner Reading: “The Attack on Baltimore”	<i>The War of 1812</i> ; Worksheet 20.2	30

Advance Preparation

Be sure to erase the spelling table from the board and/or turn the table over so that students cannot refer to it during the assessment.

10 Spelling Assessment



Worksheet 20.1

- Have students tear out Worksheet 20.1.
- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students time to write the word.
- Repeat this procedure with each of the remaining words.

- | | |
|----------------|---------------|
| 1. painting | 11. president |
| 2. navy | 12. march |
| 3. Madison | 13. merchants |
| 4. troops | 14. Dolley |
| 5. hawks | 15. battle |
| 6. impressment | 16. Congress |
| 7. Washington | 17. death |
| 8. support | 18. cannon |
| 9. paved | 19. British |
| 10. monarchy | |

Tricky Word: Ironsides

- Direct students' attention to the lines on the back of the worksheet. Tell students to write the sentence "Old Ironsides was the nickname for a U.S. ship." Repeat this sentence three times.
- At the end, go back through the list and read each spelling word one more time.
- After all the words have been called out, tell students that you will now show them the correct spelling for each word so that they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then onto the sentence.
- Circle the following words on the board. Ask students to write the words in alphabetical order on the back of worksheet.

1. monarchy
2. merchants
3. Congress
4. cannon

- After all students have finished, write the four words in alphabetical order for students to correct on their papers.

1. cannon
2. Congress
3. merchants
4. monarchy

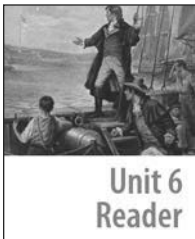
Note to Teacher

At a later time today, you may find it helpful to use the Spelling Analysis Chart provided at the end of this lesson to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

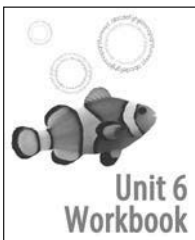
Reading Time

30 minutes

Partner Reading: "The Attack on Baltimore"



Chapter 7



Worksheet 20.2

- Tell students that today they will reread Chapter 7, "The Attack on Baltimore," with a partner.
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.
- Review the images and captions in the chapter with students before they read.
- 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 20.2.

Wrap-Up

- When students have finished reading and have completed Worksheet 20.2, call them back together as a class.
- Review Worksheet 20.2 as a class to promote a discussion of the chapter.

Spelling Analysis Directions

Unit 6, Lesson 20

- The most likely error to occur with these spelling words may be one of incorrectly alphabetizing the words on the back of the spelling worksheet. Additional instruction will be given with this skill as the unit progresses.
- Although any of the above student-error scenarios may occur, you should still be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors that the student makes in the analysis chart. For example:
 - Is the student consistently making errors on specific vowels? Which ones?
 - Is the student consistently making errors on double consonants?
 - Is the student consistently making errors at the end of the words?
 - Is the student consistently making errors on particular beginning consonants?

Spelling Analysis Chart Lesson 20

	Tricky Word: Ironsides																				
	19. British																				
	18. cannon																				
	17. death																				
	16. Congress																				
	15. battle																				
	14. Dolley																				
	13. merchants																				
	12. march																				
	11. president																				
	10. monarchy																				
	9. paved																				
	8. support																				
	7. Washington																				
	6. impressment																				
	5. hawks																				
	4. troops																				
	3. Madison																				
	2. navy																				
	1. painting																				
Name		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Lesson 21

✓ 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)
- ✓ Determine the meaning of unknown words and phrases in nonfiction/informational text read independently (RI.2.4)
- ✓ Identify and use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a nonfiction/informational text (RI.2.5)
- ✓ 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 the following Tricky Words: *early, whose, broad, bomb, Andrew, new* (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)
- ✓ Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (SL.2.6)
- ✓ Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases (L.2.4e)

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Reading Time</i>	Whole Group: “Francis Scott Key and the National Anthem”	<i>The War of 1812</i> ; Worksheet 21.1; Timeline Cards 15, 16;	30
<i>Spelling</i>	Introduce Spelling Words	Worksheet 21.2	15
<i>Practice</i>	Find the Secret Message	Worksheet 21.3	15
<i>Take-Home Material</i>	Family Letter; “Francis Scott Key and the National Anthem”; Alphabetize Words	Worksheets 21.2, 21.4, 21.5	*

Advance Preparation

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

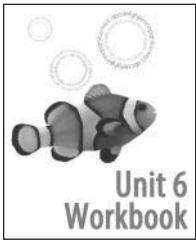
- | | |
|----------------|--------------------------|
| 1. ransacked | 11. McHenry |
| 2. White House | 12. burned |
| 3. port | 13. brave |
| 4. harbor | 14. poem |
| 5. flag | 15. stitching |
| 6. stripes | 16. anthem |
| 7. ship | 17. dawn |
| 8. construct | 18. fifteen |
| 9. commander | 19. giant |
| 10. rockets | Tricky Word: bomb |

Also prior to the lesson, write the following words on index cards for the board sort.

- | | |
|-------------|------------|
| 1. alphabet | 11. piano |
| 2. phone | 12. school |
| 3. head | 13. animal |
| 4. bread | 14. April |
| 5. polar | 15. fossil |
| 6. dollar | 16. pencil |
| 7. harbor | 17. camel |
| 8. color | 18. about |
| 9. anchor | 19. China |
| 10. ski | 20. nation |

Unit 6
Reader

Chapter 8

Unit 6
Workbook

Worksheet 21.1

Whole Group: “Francis Scott Key and the National Anthem”

Introducing the Chapter

- Tell students that the title of today’s chapter is “Francis Scott Key and the National Anthem.”
- Review with students what they have learned so far about the War of 1812.
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Previewing the Tricky Words

- You may wish to preview the following Tricky Words before reading the chapter:
 - **early**—Students are likely to pronounce it /ee/ /r/ /l/ /ee/. However, the word is pronounced /er/ /l/ /ee/.
 - **whose**—Students are likely to pronounce it /w/ /oe/ /s/. However, the word is pronounced /h/ /oo/ /z/.
 - **broad**—Students are likely to pronounce it /b/ /r/ /oe/ /d/. However, the word is pronounced /b/ /r/ /aw/ /d/.
 - **bomb**—Students are likely to pronounce it /b/ /o/ /m/ /b/. However, the word is pronounced /b/ /o/ /m/.

Previewing the Vocabulary

- Preview specific vocabulary immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “Francis Scott Key and the National Anthem” is listed in bold print after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.

Vocabulary for “Francis Scott Key and the National Anthem”

1. **national**—relating to a nation or country (70)
2. **anthem**—an important song (70)
3. **open fire**—to shoot a weapon in order to start a fight or battle (**opened fire**) (70)
4. **rocket**—a type of missile (**rockets**) (70)
5. **mortar**—a type of cannon (**mortars**) (70)
6. **streak**—to move quickly (**streaking**) (74)
7. **inspired**—wanted to do something (76)
8. **hail**—to greet or see (**hailed**) (76)
9. **perilous**—dangerous (76)
10. **rampart**—the wall of a fort (**ramparts**) (76)
11. **gallantly**—impressively (76)
12. **proof**—something showing that something else is true or correct (76)

- Assist students in decoding these words in the following way:
 - Write the vocabulary word on the board.
 - Divide the word into syllables.
 - Cover one syllable at a time with your hand, and segment the word.
 - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
 - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

- **Note:** Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted.

1. na | tion | al 'tion' > /sh/ + /ə/ + /n/ (*fiction*)
'al' > /ə/ + /l/ (*animal*)
2. an | them
3. o | pen fire
4. rock | et
5. mor | tar
6. streak
7. in | spired
8. hail
9. per | il | ous 'er' > /æ/ /r/ (*ceremony*)
10. ram | part
11. gal | lant | ly
12. proof

Sound-Spellings for Words

- Write the word *national* on the board.
 - Circle the letters 'tion'.
 - Tell students that these letters represent three different sounds, /sh/ + /ə/ + /n/.
 - Because 'tion' is made up of three different sounds, it is not listed on the Individual Code Chart.
 - Write the word *fiction* on the board as another example of a word in which 'tion' spells the sounds /sh/ + /ə/ + /n/.
 - Circle the letters 'al'.
 - Tell students that these letters represent two different sounds, /ə/ + /l/.
 - Because 'al' is made up of three different sounds, it is not listed on the Individual Code Chart.
 - Write the word *animal* on the board as another example of a word in which 'al' spells the sounds /ə/ + /l/.
- Write the word *perilous* on the board.
 - Circle the letters 'er'.
 - Tell students that these letters represent the sound /æ/ /r/.
 - Tell students that this letter-sound correspondence is very rare and not on the Individual Code Chart.

- Write the word *ceremony* on the board as another example of a word in which ‘er’ spells the sound /æ/ /r/.

Guided Reading Supports and Purpose for Reading

Note: It is important that you stop frequently to ask students questions and check for their understanding of the material, much in the same way you use the Guided Listening Supports in Listening & Learning. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so that the misunderstandings do not compound over time.

- Be sure to call students’ attention to and discuss the images and captions accompanying the text, as they often reinforce understanding of the text.
- Also, call students’ attention to the bolded vocabulary words in the chapter, noting that they are included in the glossary.

Pages 70 and 71

- Read the title of the chapter together as a class, “Francis Scott Key and the National Anthem.”
- Preview the vocabulary words *national*, *anthem*, *open fire*, *rocket*, and *mortar* and discuss the definition of each. Note for students that *opened fire*, *rockets*, and *mortars* appear in the chapter.
- Tell students to read **page 70** to themselves to find the answer to the question: “Why didn’t the soldiers in Fort McHenry fire back at the British?”
- When students have finished reading, restate the question and ask students to answer. (The guns in the fort were old and could not hit the British ships.)
- Direct students’ attention to the image on **page 71**, and call on one student to read the caption aloud.

Pages 72 and 73

- Tell students to read the **page 72** to themselves to find the answer to the question: “What did an American named Francis Scott Key think it meant if he could still see the flag flying?”
- When students have finished reading, restate the question and ask students to answer. (He thought that it meant that the United States was still in battle and the troops at Fort McHenry had not given up.)
- Ask, “Could Key see the flag when the sun set?” (Yes)
- Direct students’ attention to the image on **page 73**, and read the caption aloud as a class.

Pages 74 and 75

- Preview the vocabulary word *streak*, and discuss its definition. Note for students that the word *streaking* appears in the chapter.
- Say, “I wonder what happened after the sun set. Let’s read **page 74** to find out.”

- When students have finished reading, restate the question and ask students to answer. (It was harder for Key to see, but there were some flashes of light through the night that allowed him to see the flag.)
- Ask, “What happened when the sun came up?” (Key could finally see that the flag was still flying after all the firing had stopped.)
- Direct students’ attention to the image on **page 75**, and ask students to read the caption to themselves.

Pages 76 and 77

- Preview the vocabulary words *inspired*, *hail*, *perilous*, *rampart*, *gallantly*, and *proof* and discuss their definitions. Note for students that the words *hailed* and *ramparts* appear in this chapter.
- Tell students to read **page 76** to themselves to find the answer to the questions: “How did Key feel when he saw that the flag was still flying and what did he want to do?”
- When students have finished reading, restate the question and ask students to answer. (Key felt inspired and hoped to share what he had seen with others, so he wrote a poem about it.)
- Direct students’ attention to the image on **page 77**, and read the caption aloud as a class.

Wrap-Up

- Display and discuss Timeline Cards 15 (British attack on Baltimore) and 16 (Francis Scott Key on a ship during the attack), and tape them to the designated spots on the timeline [after Timeline Card 14 (the Capitol building after the British burned it during the attack on Washington, D.C.)].
- Discuss the events on the timeline to this point.
- Have students complete Worksheet 21.1 with a partner.

Spelling

15 minutes

Introduce Spelling Words



Worksheet 21.2

- Prior to introducing the specific spelling words, tell students that this week all of the words are unit-specific words. That means that all of the words have something to do with the Reader *The War of 1812*. Show students one word at a time, asking them to first read the word. Ask students to use each word in a sentence illustrating its meaning.
- 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 as you did in previous lessons.
- Ask students: “Do you see any words that begin with ‘a’? Yes—*anthem*—so this will be the first word alphabetically in our list. ‘b’? Yes, I have two words

that begin with ‘b’—*brave* and *bomb*. I wonder how we know which one to put first? Let me unfold one more letter.” (Fold the cards so the ‘br’ and ‘bo’ are visible.) Oh, I see: ‘o’ comes before ‘r’, so I will put the word that starts with ‘bo’—*bomb*—before the word that starts with ‘br’—*brave*. Proceed in this way until all cards have been alphabetized.

- Unfold the cards, and read the words aloud with students.
- Explicitly tell the students that the words are now in alphabetical order.

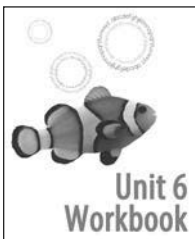
- | | |
|--------------|-----------------|
| 1. anthem | 11. harbor |
| 2. bomb | 12. McHenry |
| 3. brave | 13. poem |
| 4. burned | 14. port |
| 5. commander | 15. ransacked |
| 6. construct | 16. rockets |
| 7. dawn | 17. ship |
| 8. fifteen | 18. stitching |
| 9. flag | 19. stripes |
| 10. giant | 20. White House |

- 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 21.2 to share with a family member.

Practice

15 minutes

10 Find the Secret Message



Worksheet 21.3

- Have students turn to Worksheet 21.3 and complete it independently as you circulate through the room giving assistance as needed.
- Collect the completed worksheets from students, and mark them as an informal assessment to give you some information about their retention of the previously taught information.

Take-Home Material

Family Letter; “Francis Scott Key and the National Anthem”; Alphabetize Words

- Have students take home Worksheet 21.2 to share with a family member, Worksheet 21.4 to read to a family member, and Worksheet 21.5 to complete.

Lesson 22

Reading
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 nonfiction/informational text read independently (RI.2.1)
- ✓ Identify the main idea of a multi-paragraph nonfiction/informational text read independently, as well as the focus of specific paragraphs within the text (RI.2.2)
- ✓ Describe the connection between a series of historical events in a nonfiction/informational text read independently (RI.2.3)
- ✓ Determine the meaning of unknown words and phrases in nonfiction/informational text read independently (RI.2.4)
- ✓ Identify the main purpose of a nonfiction/informational text read independently, including what the author wants to answer, explain, or describe (RI.2.6)
- ✓ Describe how reasons or facts support specific points the author makes in a nonfiction text read independently (RI.2.8)
- ✓ 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)
- ✓ Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (SL.2.6)

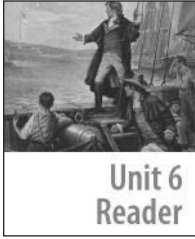
At a Glance	Exercise	Materials	Minutes
Reading Time	Close Reading: “Francis Scott Key and the National Anthem”	<i>The War of 1812</i>	30
Writing	Identifying a Topic Sentence	prepared poster or sentence strip definitions; <i>The War of 1812</i> ; Worksheet 22.1	15
Small Group	Remediation and Enrichment	Worksheets 22.2, 22.3	15

Advance Preparation

You may want to prepare a poster or sentence strips for the definitions of a paragraph and topic sentence to add to the grammar definitions that you have displayed around the room.

A *paragraph* is a group of sentences on the same topic.

A *topic sentence* is one sentence, usually the first that tells what the paragraph is mostly about.

Close Reading: “Francis Scott Key and the National Anthem”

Chapter 8

- Have students partner read “Francis Scott Key and the National Anthem.”
- After students have finished reading “Francis Scott Key and the National Anthem” 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 a difficulty due to complex syntax, dense information, challenging transitions, or that require inferences;
 - engaging students in a culminating writing activity that is 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 chapter is that Francis Scott Key watched the attack on Baltimore from a boat in the harbor. He knew that if he could see the U.S. flag flying at Fort McHenry, the Americans had not been defeated or had not given up. Before dawn the next morning, everything was quiet, but Key couldn't see in the dark so he didn't know what the quiet meant. When the sun rose, he saw the flag flying. He felt such joy that he wrote a poem describing what he had seen. The first part of the poem became the national anthem of the United States.

Synopsis: The chapter “Francis Scott Key and the National Anthem” provides information about the attack on Baltimore and how “The Star-Spangled Banner” came to be.

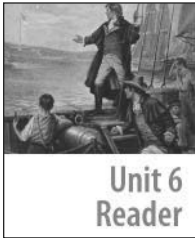
Lesson

Text from Student Reader	Vocabulary Instruction	Text-Dependent Questions	Responses
<ul style="list-style-type: none"> Portions of the text are 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 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 70</p> <p>The British ships kept firing for a long time. They fired all day. They fired on into the night.</p>	<p>fire—the shooting of weapons. Note for students the multi-meaning of this word. <i>Fire</i> can also mean the flame produced by burning or an occurrence when something burns.</p>	<p>Did the British ships fire on Fort McHenry for a short time or a long time?</p>	<p>The British ships fired for a long time: they fired all day, and they fired into the night.</p>
<p>Page 72</p> <p>An American named Francis Scott Key watched the British attack. He was on a boat in the harbor. Key was not a soldier. He did not fight in the battle. But he was able to see it. He could see the British ships blasting away. He could see Fort McHenry. He could also see the huge flag that Mrs. Pickersgill had made.</p>	<p>blasting—shooting with a weapon, like a cannon. Note for students the multiple-meanings of this word. The word <i>blasting</i> can also mean to remove something such as rock using explosives or to make a loud and unpleasant sound.</p>	<p>Where was Francis Scott Key during the attack on Baltimore?</p>	<p>Francis Scott Key was on a boat in the harbor.</p>
<p>Key kept his eye on the American flag. As long as the flag was still flying at the fort, America was still in the battle. It meant that the troops in Fort McHenry had not given up. If the flag went down, that would mean America was no longer fighting. That would mean that the troops in the fort had given up.</p>	<p>kept his eye on—continued to watch</p> <p>went down—was no longer flying. Note for students the multi-meaning of these words. This words <i>went down</i> can also mean happened, a sunk, dropped below the horizon or set, or dropped to the ground.</p>	<p>What would it mean if the U.S. flag went down at Fort McHenry?</p>	<p>It would mean the United States was no longer fighting and that the troops in the fort had given up.</p>

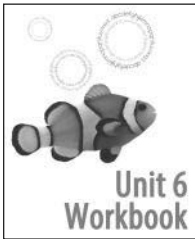
Lesson

<p>Text from Student Reader</p> <ul style="list-style-type: none"> • Portions of the text are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading. 	<p>Vocabulary Instruction</p> <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. 	<p>Text-Dependent Questions</p> <ul style="list-style-type: none"> • After 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. 	<p>Responses</p> <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 74</p> <p>The firing went on until just before dawn. Then it stopped. The sun had not come up yet. It was still dark. There were no rockets blasting. There were no bombs bursting in the air. Key could not see much. The silence was puzzling. What did it mean? Was the battle over? Had the soldiers in the fort given up? Key could not tell.</p> <p>Key felt a surge of joy. He felt pride, too.</p>	<p>surge—to suddenly increase to a very high level</p>	<p>Reread the second paragraph on page 74. Describe why the silence was puzzling to Key.</p>	<p>The silence was puzzling because Key didn’t know if it meant the battle was over or if the soldiers had given up.</p>
<p>Page 76</p> <p>Key felt inspired. He hoped to share with others what he had seen. He needed to tell what it was like to wait and wait—and then see the flag still flying in the morning.</p> <p>What so proudly we hailed at the twilight’s last gleaming? Whose broad stripes and bright stars through the perilous fight . . .</p>	<p>gleaming—faint light. Note for students the multi-meaning of this word. The word <i>gleaming</i> can also mean steady shining, a flash of light, or a beam of light.</p> <p>perilous—dangerous</p>	<p>What did Key need to tell others?</p>	<p>He needed to tell what it was like to wait and wait—and then see the flag still flying in the morning.</p>

Identifying a Topic Sentence



Chapter 6



Worksheet 22.1

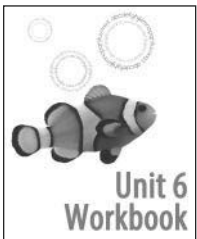
- Tell students that today they are going to learn about paragraphs.
- Write the word *paragraph* on the board.
- Display the poster or sentence strip definition that you have created in advance. Tell students that a paragraph is a group of sentences about the same topic. Have students open their Reader to **page 60** (start of Chapter 7, “The Attack on Baltimore”).
- Explain that the beginning of a paragraph is indented and that every new paragraph begins on a new line.
- Ask students to notice that there are three indented spaces on that page.
- Point out to students that those indented spaces signal the beginning of a paragraph.
- Ask students to count how many paragraphs are on that page. (2)
- Ask students to turn to **page 62** and count how many paragraphs are on that page. (3)
- Repeat this exercise with the other pages in Chapter 7.
- Ask students to turn to Worksheet 22.1.
- Ask students how many paragraphs are on that page. (3)
- Now tell students that all paragraphs have one main or topic sentence. Explain that the topic sentence is usually the first sentence in a paragraph. Display the poster that you created for a topic sentence.
- Ask students to read along as you read the first paragraph aloud to them on Worksheet 22.1.
- After reading the paragraph aloud, tell students that you are now going to test to see if the first sentence is the topic sentence.
- Ask students to draw a line under the sentence, *Cookies are the best treat.*
- Now read the next sentence aloud to the class: *They are very sweet and very tasty.* Ask students, “Is that sentence about what a good treat cookies are?” (yes)
- Read the next sentence aloud to the class: *Also, there are lots of different yummy flavors of cookies.* Ask students, “Is that sentence about what a good treat cookies are?” (yes)
- Say to students, “So far, are all of the sentences in this paragraph all about what a good treat cookies are?” (yes)
- Read the next sentence aloud to the class: *If you get tired of one kind of cookie, you can always try another kind.* Ask students, “Is that sentence about what a good treat cookies are?” (yes)

- Read the next sentence aloud to the class: *I can't think of one thing that's bad about cookies.* Ask students, "Is that sentence about what a good treat cookies are?" (yes)
- Point out that all of the sentences in the paragraph relate back to the first sentence, *Cookies are the best treat.* This sentence lets readers know what the rest of the paragraph will be about.
- Tell students that the first sentence is the topic sentence. Ask students to draw a box around the sentence that they previously underlined.
- Repeat these steps for the second and third paragraphs.

Small Group

15 minutes

Remediation and Enrichment



Worksheets 22.2, 22.3

- ✦ **Small Group 1:** Have students able to work independently complete Worksheet 22.2 to build and expand a sentence.
- ✦ **Small Group 2:** Work with Group 2, which should include students needing extra help, using Worksheet 22.3, 'i' > /ee/ (*ski*) or any worksheet from the Pausing Point that addresses a skill for which they need additional instruction. Remember to first explicitly review the letter-sound correspondences in question and to practice reading words with these combinations before asking students to complete the worksheet.

Lesson 23

Reading
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 nonfiction/informational text read independently (RI.2.1)
- ✓ Determine the meaning of unknown words and phrases in nonfiction/informational text read independently (RI.2.4)
- ✓ Identify and use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a nonfiction/informational text (RI.2.5)
- ✓ 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 the following Tricky Words: *Andrew, new* (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)
- ✓ Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (SL.2.6)
- ✓ Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases (L.2.4e)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Reading Time	Whole Group: “Andrew Jackson”	<i>The War of 1812</i> ; Worksheet 23.1	30
Practice	Alphabetizing to the Second Letter	Worksheet 23.2	15
Writing	Creating Paragraphs	board or chart paper; Worksheet 23.3	15
Take-Home Material	“Andrew Jackson”; Crossword Puzzle	Worksheets 23.4, 23.5	*

Reading Time

30 minutes

Whole Group: “Andrew Jackson”

Introducing the Chapter

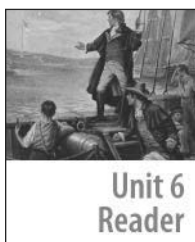
- Tell students that the title of today’s chapter is “Andrew Jackson.”
- Review with students how the attack on Baltimore was different than the attack on Washington, D.C.
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Previewing the Tricky Words

- You may wish to preview the following Tricky Words before reading the chapter:
 - **Andrew**—Students are likely to not know how to pronounce ‘ew’. The word is pronounced /An/ /d/ /r/ /oo/.
 - **new**—Students are likely to not know how to pronounce the word. The word is pronounced /n/ /oo/.

Previewing the Vocabulary

- Preview specific vocabulary immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “Andrew Jackson” is listed in bold print after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.



Chapter 9



Worksheet 23.1

Vocabulary for “Andrew Jackson”

1. **peace**—a state of no war or fighting (78)
2. **treaty**—a formal agreement between countries (78)
3. **mouth**—the place where a river enters the ocean (80)
4. **general**—a high-ranking officer in the military (82)
5. **orphan**—a child whose parents are no longer alive (84)
6. **knotty**—having many dark marks on wood where branches once grew (84)
7. **hickory**—a tree with very hard wood (84)
8. **ragtag**—disorganized and made up of many different types (84)

- Assist students in decoding these words in the following way:
 - Write the vocabulary word on the board.
 - Divide the word into syllables.
 - Cover one syllable at a time with your hand, and segment the word.
 - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
 - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

Note: Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted.

- | | |
|------------------|------------------|
| 1. peace | 5. or phan |
| 2. trea ty | 6. knott y |
| 3. mouth | 7. hick or y |
| 4. gen er al | 8. rag tag |

Guided Reading Supports and Purpose for Reading

Note: It is important that you stop frequently to ask students questions and check for their understanding of the material, much in the same way you use the Guided Listening Supports in Listening & Learning. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so that the misunderstandings do not compound over time.

- Be sure to call students' attention to and discuss the images and captions accompanying the text, as they often reinforce understanding of the text.
- Also, call students' attention to the bolded vocabulary words in the chapter, noting that they are included in the glossary.

Pages 78 and 79

- Read the title of the chapter together as a class, "Andrew Jackson."
- Preview the vocabulary words *peace* and *treaty*, and discuss the definition of each.
- Tell students to read **page 78** to themselves to find the answer to the question: "What was happening after the attack on Baltimore?"
- When students have finished reading, restate the question and ask students to answer. (Both sides wanted peace but the war went on. The British sent troops to attack New Orleans.)
- Direct students' attention to the image on **page 79**, and read the caption aloud as a class.

Pages 80 and 81

- Preview the vocabulary word *mouth*, and discuss its definition. Note for students that this word can also mean the opening in the face through which food passes into the body.
- Say, "I wonder why the British wanted to attack New Orleans. Let's read **page 80** to find out."
- When students have finished reading, restate the question and ask students to answer. (If the British took New Orleans, they could control trade along the Mississippi River. New Orleans was an important, big port for farmers and traders.)
- Ask, "Who led the U.S. Army?" (Andrew Jackson)
- Direct students' attention to the image on **page 81**, and call on one student to read the caption aloud.

Pages 82 and 83

- Preview the vocabulary word *general*, and discuss its definition.
- Tell students to read **page 82** to themselves to find the answer to the question: "Why did Andrew Jackson dislike the British?"
- When students have finished reading, restate the question and ask students to answer. (When he was a prisoner during the American Revolution, a British officer had ordered Jackson to clean his boots. Jackson refused and the officer struck Jackson with his weapon, leaving a scar on his face.)
- Direct students' attention to the image on **page 83**, and ask students to read the caption to themselves.

Pages 84 and 85

- Preview the vocabulary words *orphan*, *knotty*, *hickory*, and *ragtag* and discuss their definitions.
- Tell students to read **page 84** to themselves to find the answer to the question: “Why did Jackson’s men call him ‘Old Hickory’?”
- When students have finished reading, restate the question and ask students to answer. (He was as strong as a knotty, old piece of hickory wood.)
- Ask, “Who made up Jackson’s ragtag army?” (Farmers, free African-Americans, Native Americans, and pirates)
- Direct students’ attention to the image on **page 85**, and read the caption aloud as a class.

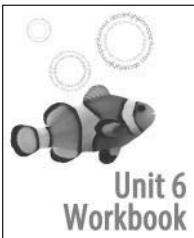
Wrap-Up

- Have students complete Worksheet 23.1 independently.

Practice

15 minutes

Alphabetizing to the Second Letter



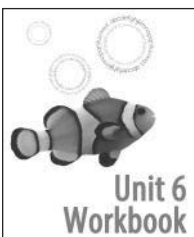
Worksheet 23.2

- Ask students to turn to Worksheet 23.2 and alphabetize words to the second letter independently.
- When students have completed the worksheet, go over the correct answers as a class.
- Ask students to make any corrections on their own worksheet.

Writing

15 minutes

Creating Paragraphs



Worksheet 23.3

- Remind students that in the previous lesson you worked on finding the topic sentence for a paragraph.
- Review with students the two definitions that you placed on display in the room:
 - A *paragraph* is a set of sentences on the same topic.
 - A *topic sentence* is one sentence, usually the first, which tells what the paragraph is mostly about.

- Tell students that today you will work on creating a paragraph when a topic sentence has been provided.
- Write the following sentence on the board: *I like summer.*
- Remind students that all of the sentences in the paragraph must be about summer.
- Take a few minutes to generate possible sentences about summer with the students.
- Record these sentences on the board or chart paper.
- After you have about five or six sentences to choose from, write the sentences in paragraph form either on the board, document camera surface, or overhead projector. As you write, point out to students when you are indenting, using capital letters, correct punctuation, etc. Summarize after completing the paragraph by noting that all the sentences are about the topic sentence (i.e., liking summer).
- Ask students to turn to Worksheet 23.3.
- At the top of their page is the following sentence: *I like spring.* Point out that the sentence is indented, indicating that it is the start of a paragraph.
- Ask students to write three sentences of their own that tell about the topic sentence.

Take-Home Material

“Andrew Jackson”; Crossword Puzzle

- Have students take home Worksheet 23.4 to read to a family member and Worksheet 23.5 to complete.

Lesson 24

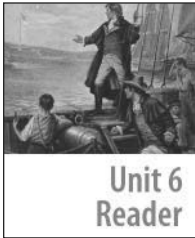
✓ Objectives

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)
- ✓ Identify the main idea of a multi-paragraph nonfiction/informational text read independently, as well as the focus of specific paragraphs within the text (RI.2.2)
- ✓ Describe the connection between a series of historical events in a nonfiction/informational text read independently (RI.2.3)
- ✓ Determine the meaning of unknown words and phrases in a nonfiction/informational text read independently (RI.2.4)
- ✓ Identify the main purpose of a nonfiction/informational text read independently, including what the author wants to answer, explain, or describe (RI.2.6)
- ✓ Describe how reasons or facts support specific points the author makes in a nonfiction text read independently (RI.2.8)
- ✓ 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 both regular and irregular past, present, and future tense verbs orally and in own writing (L.2.1d)

<i>At a Glance</i>	Exercise	Materials	Minutes
Reading Time	Close Reading: “Andrew Jackson”	<i>The War of 1812</i>	30
Grammar	Mixed Practice	Worksheet 24.1	30

Close Reading: “Andrew Jackson”



Chapter 9

- Have students partner read “Andrew Jackson.”
- After students have finished reading “Andrew Jackson” 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 a difficulty due to complex syntax, dense information, challenging transitions, or that require inferences;
 - engaging students in a culminating writing activity that is 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 chapter is that Andrew Jackson assembled troops to protect New Orleans from attack by the British. New Orleans was an important city for trade due to its location at the mouth of the Mississippi River at the Gulf of Mexico.

Synopsis: The chapter “Andrew Jackson” provides information about why New Orleans was an important city in the early years of the United States as a country and about the role Andrew Jackson had in defending New Orleans from attack by the British.

Lesson

<p>Text from Student Reader</p> <ul style="list-style-type: none"> • Portions of the text of the Student Reader are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading. 	<p>Vocabulary Instruction</p> <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. 	<p>Text-Dependent Questions</p> <ul style="list-style-type: none"> • After 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. 	<p>Responses</p> <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 80</p> <p>In 1814, New Orleans was already an important, big port. Lots of ships landed there. Farmers could ship their goods down the river and sell them in New Orleans. Traders could unload goods in New Orleans and ship them up river.</p>	<p>mouth—the place where a river enters the ocean. Note for students the multiple meanings of this word. The word <i>mouth</i> can also mean the opening in the face through which food passes into the body.</p>	<p>Why was New Orleans an important city for traders?</p>	<p>Traders could unload goods in New Orleans and ship them up the river.</p>
<p>If the British took New Orleans, they could control trade along the Mississippi. Farmers in Ohio and Kentucky would be cut off.</p>	<p>cut off—isolated or separated from. Note for students the multiple meanings of these words. The words <i>cut off</i> can also mean stopped or ended.</p>	<p>What would happen if the British controlled trade along the Mississippi River?</p> <p>What would it mean for farmers in Ohio and Kentucky to be cut off?</p>	<p>Farmers in Ohio and Kentucky would be cut off.</p> <p>Farmers would not be able to send their goods down the Mississippi River to sell them in New Orleans. Without money from selling goods, farmers may not be able to pay for supplies to help them farm their land.</p>
<p>Page 82</p> <p>Andrew Jackson was from Tennessee. He had joined the U.S. Army during the American Revolution. At the time he was just a boy. He was too young to fight. He carried notes from place to place.</p> <p>The man struck Jackson with his weapon. Jackson was left with a scar on his face.</p>		<p>What did Andrew Jackson do when he joined the Army since he was too young to fight?</p>	<p>Andrew Jackson carried notes from place to place.</p>
<p>During the Revolution, Jackson and his brother were taken prisoner by the British. It was a difficult time for them. They were treated badly. They almost starved to death. Jackson’s brother got sick and died.</p>	<p>struck—hit. Note for students the multiple meanings of this word. The word <i>struck</i> can also mean indicated by making a sound (such as on a clock), played by plucking strings or hitting keys, caused damage (such as a hurricane) or illness.</p> <p>The man struck Jackson with his weapon. Jackson was left with a scar on his face.</p>	<p>What happened to Jackson and his brother during the American Revolution?</p>	<p>Jackson and his brother were taken prisoner by the British and were treated badly. They almost starved to death. Jackson’s brother died.</p>

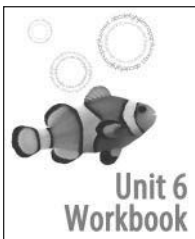
Lesson

<p>Text from Student Reader</p> <ul style="list-style-type: none"> • Portions of the text of the Student Reader are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading. 	<p>Vocabulary Instruction</p> <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. 	<p>Text-Dependent Questions</p> <ul style="list-style-type: none"> • After 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. 	<p>Responses</p> <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 84</p> <p>During the first part of the War of 1812, Jackson battled against Native Americans in the west. Many Native Americans had sided with the British.</p> <p>Jackson rushed to the city. He picked up new troops along the way. Many of the men who joined him were farmers. But there were also free African-Americans, Native Americans, and even pirates.</p>	<p>orphan—a child whose parents are no longer alive</p>	<p>What group of people had sided with the British during the first part of the war but now joined Jackson’s army?</p>	<p>Native Americans had sided with the British during the first part of the war, but now some joined Jackson’s army.</p>

Grammar

30 minutes

10 Mixed Practice



Worksheet 24.1

- Ask students to turn to Worksheet 24.1 and complete it independently. You may wish to use this worksheet as an informal assessment.

Lesson 25

✓ 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)
- ✓ Determine the meaning of unknown words and phrases in nonfiction/informational text read independently (RI.2.4)
- ✓ Identify and use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a nonfiction/informational text (RI.2.5)
- ✓ 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)
- ✓ Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (SL.2.6)
- ✓ Use glossaries and dictionaries, both print and digital, to determine or clarify the meaning of words and phrases (L.2.4e)

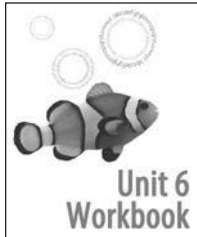
At a Glance	Exercise	Materials	Minutes
Spelling	Spelling Assessment	Worksheet 25.1	20
Reading Time	Whole Group: "The End of the War"	<i>The War of 1812</i> ; Timeline Cards 17, 18; Worksheet 25.2	20
The /o/ Sound Spelled 'a'	Today's Focus Spelling	Worksheet 25.3; prepared leaves, prepared branch for /o/ Spelling Tree; /o/ Spelling Tree; green crayons; tape	10
Practice	Fill in the Blank	Worksheet 25.4	10

Advance Preparation

Be sure to erase the spelling table from the board and/or turn the table over so that students cannot refer to it during the assessment.

Prepare one more branch and the following leaves for the /o/ Spelling Tree: *wash, want, swamp, swallowing, watch, wander, swab, swap, swat, and swan*.

Prepare the following words on leaves to be used after you read the story of Watkins and Wanda: *Watkins, Wanda, water, watercolor, wand, and waffle*.

10 Spelling Assessment

Worksheet 25.1

- Have students tear out Worksheet 25.1.
- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students time to write the word.
- Repeat this procedure with each of the remaining words.

- | | |
|----------------|--------------------------|
| 1. rockets | 11. anthem |
| 2. fifteen | 12. McHenry |
| 3. White House | 13. brave |
| 4. poem | 14. burned |
| 5. port | 15. stripes |
| 6. flag | 16. ship |
| 7. dawn | 17. stitching |
| 8. commander | 18. ransacked |
| 9. harbor | 19. giant |
| 10. construct | Tricky Word: bomb |

- Direct students' attention to the lines on the back of the worksheet.
- Tell students to write the sentence "Bombs burst in the sky over Fort McHenry." Slowly repeat this sentence three times.
- At the end, go back through the list, and read each spelling word one more time.
- After all the words have been called out, tell students that you will now show them the correct spelling for each word so that they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then onto the sentence.

- Ask students to write the following words in alphabetical order on the back of the worksheet.

1. burned
2. brave
3. rockets
4. ransacked

- After all students have finished, write the four words in alphabetical order for students to correct their papers.

1. brave
2. burned
3. ransacked
4. rockets

Note to Teacher

At a later time today, you may find it helpful to use the Spelling Analysis Chart provided at the end of this lesson to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Reading Time

20 minutes

Whole Group: "The End of the War"

Introducing the Chapter

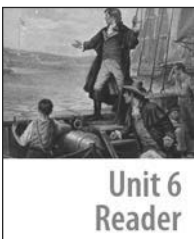
- Tell students that the title of today's chapter is "The End of the War."
- Review with students details about Andrew Jackson and how he prepared for the British attack on New Orleans.
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Previewing the Vocabulary

- There is no vocabulary to preview for this chapter.

Guided Reading Supports and Purpose for Reading

Note: It is important that you stop frequently to ask students questions and check for their understanding of the material, much in the same way you use the Guided Listening Supports in Listening & Learning. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so that the misunderstandings do not compound over time.



Chapter 10



Worksheet 25.2

- Be sure to call students' attention to and discuss the images and captions accompanying the text, as they often reinforce understanding of the text.
- Also, call students' attention to the bolded vocabulary words in the chapter, noting that they are included in the glossary.

Pages 86 and 87

- Read the title of the chapter together as a class, "The End of the War."
- Tell students to read **page 86** to themselves to find the answer to the question: "What happened when the British attacked New Orleans?"
- When students have finished reading, restate the question and ask students to answer. (Andrew Jackson and his men crouched behind their walls and fired. They kept firing, and the British gave up their attack.)
- Direct students' attention to the image on **page 87**, and read the caption aloud as a class.

Pages 88 and 89

- Say, "I wonder what happened after the battle. Let's read **page 88** to find out."
- When students have finished reading, restate the question and ask students to answer. (After time passed, a letter arrived saying that the war was already over. This was two weeks before the Battle of New Orleans, but Jackson and his men did not know that.)
- Ask, "Why didn't Jackson and his men know the war had ended?" (News traveled slowly, so it took a couple of weeks for news of the treaty to get to the United States.)
- Direct students' attention to the image on **page 89**, and call on one student to read the caption aloud.

Pages 90 and 91

- Tell students to read **page 90** to themselves to find the answer to the question: "What changed as a result of the War of 1812?"
- When students have finished reading, restate the question and ask students to answer. (Americans had battled together as a nation, and they had done it well.)
- Ask, "What did the end of the war mean for the United States?" (The end of the war marked the start of a new age in U.S. history, an age of national pride.)
- Direct students' attention to the image on **page 91**, and ask students to read the caption to themselves.

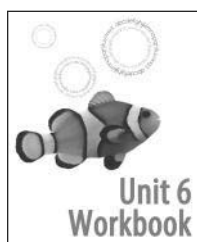
Wrap-Up

- Display and discuss Timeline Cards 17 (The Battle of New Orleans) and 18 (Andrew Jackson) and tape them to the designated spots on the timeline (after Timeline Card 16, Frances Scott Key). Review with students that the treaty ending the war was actually signed before the Battle of New Orleans, but people in the United States did not know that.
- Tell students that the timeline is now complete. Review the images on the timeline, and engage students in a discussion of what they have learned related to the images.
- Have students complete Worksheet 25.2 independently.

The /o/ Sound Spelled 'a'

10 minutes

Today's Focus Spelling



Worksheet 25.3

- Ask students to turn to Worksheet 25.3.
- Tell students that they are going to learn about a new spelling alternative. Explain that you are going to read a story to them as they follow along with the pictures in their Workbook, much as they did in the lesson where they learned about the schwa sound and heard the story about the Spelling Spoilers.
- Ask students to point to the first picture on the page. Tell students that this is a picture of Watkins Llama and that he is going to tell them about a very special sound for the spelling 'a'.
- As students point to the picture, read the following:

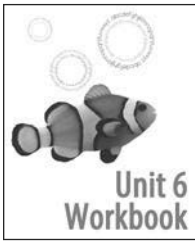
“Hi, Second Graders, my name is Watkins Llama. I like to wear green pajamas. I am a very special llama because my name will help you remember the spelling of a special sound: /o/. (Ask students to point to the next picture beside Watkins.) My friend, Wanda Swan, will help you remember this sound as well. (Ask students to point to the picture below Watkins.) Wanda and I both like to paint with watercolors. (Ask students to point to the picture below Wanda.) Sometimes we like to pretend we can take a magic wand and make waffles appear for breakfast.”
- Show students the spelling leaves that you prepared: *Watkins*, *Wanda*, *water*, *watercolor*, *wand*, and *waffle*.
- Read the words aloud as a class. Then display the other set of leaves that you created. Read those leaves aloud as a class.
- Tell students that when the sound /w/ is followed by the letter 'a' the sound is /o/ rather than /a/ as they might expect.

- Pass out leaves, and ask students to circle the letters that stand for the /o/ sound on each leaf. Have student pairs read the word aloud to the class and tape it to the new branch. As students are affixing the leaves to the branch, other students may color Watkins' pajamas green.
- Collect Worksheet 25.3 for use during the next lesson.

Practice

10 minutes

Fill in the Blank



Worksheet 25.4

- Ask students to turn to Worksheet 25.4 and complete it as a teacher-guided activity.

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average 885–938 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average 926–975 of those words would be completely decodable.
- The spelling 'a' is very tricky; it can be pronounced as /a/ as in *dad*, /æ/ as in *baby*, ə as in *about*, or /o/ as in *water*.

Spelling Analysis Directions

Unit 6, Lesson 25

- The most likely error may be one of incorrectly alphabetizing the words on the back of the spelling worksheet. Additional instruction will be given with this skill as the unit progresses.
- Although many student-error scenarios may occur, you should still be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors that the student makes in the analysis chart. For example:
 - Is the student consistently making errors on specific vowels? Which ones?
 - Is the student consistently making errors on double consonants?
 - Is the student consistently making errors at the end of the words?
 - Is the student consistently making errors on particular beginning consonants?
 - Is the student consistently making errors on schwa spellings?

Spelling Analysis Chart Lesson 25

	Tricky Word: bomb																				
	19. giant																				
	18. ransacked																				
	17. stitching																				
	16. ship																				
	15. stripes																				
	14. burned																				
	13. brave																				
	12. McHenry																				
	11. anthem																				
	10. construct																				
	9. harbor																				
	8. commander																				
	7. dawn																				
	6. flag																				
	5. port																				
	4. poem																				
	3. White House																				
	2. fifteen																				
	1. rockets																				
Name		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Lesson 26

✓ 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)
- ✓ Identify the main idea of a multi-paragraph nonfiction/informational text read independently, as well as the focus of specific paragraphs within the text (RI.2.2)
- ✓ Describe the connection between a series of historical events in a nonfiction/informational text read independently (RI.2.3)
- ✓ Determine the meaning of unknown words and phrases in a nonfiction/informational text read independently (RI.2.4)
- ✓ Identify the main purpose of a nonfiction/informational text read independently, including what the author wants to answer, explain, or describe (RI.2.6)
- ✓ Describe how reasons or facts support specific points the author makes in a nonfiction text read independently (RI.2.8)
- ✓ 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)

<i>At a Glance</i>	Exercise	Materials	Minutes
Reading Time	Whole Group Close Reading: “The End of the War”	<i>The War of 1812</i>	20
Spelling	Introduce Spelling Words	Worksheet 26.1	20
The /o/ Sound Spelled ‘a’	Today’s Focus Spelling	Worksheet 25.3; prepared leaves; ‘o’ Spelling Tree; green crayons; tape	10
Practice	Matching Pictures and Sentences	Worksheet 26.2	10
Take-Home Material	Family Letter; “The End of the War”; Alphabetize Words	Worksheets 26.1, 26.3, 26.4	*

Advance Preparation

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

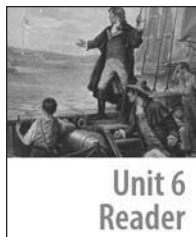
- | | |
|-----------------|---------------------------------|
| 1. general | 11. traders |
| 2. mortar | 12. streak |
| 3. ragtag | 13. defend |
| 4. knotty | 14. river |
| 5. fired | 15. goods |
| 6. peace | 16. highways |
| 7. treaty | 17. drains |
| 8. proud | 18. hickory |
| 9. soldiers | 19. orphan |
| 10. Mississippi | Tricky word: New Orleans |

Then prepare the following new leaves for the /o/ Spelling Tree: *squash*, *squad*, *squat*, *father*, *grandma*, *grandpa*, *lava*, *pajamas*, *drama*, and *llama*.

Reading Time

20 minutes

Whole Group Close Reading: “The End of the War”



Chapter 10

- Have students partner read “The End of the War.”
- After students have finished reading “The End of the War” 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 a difficulty due to complex syntax, dense information, challenging transitions, or that require inferences;
 - engaging students in a culminating writing activity that is 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.

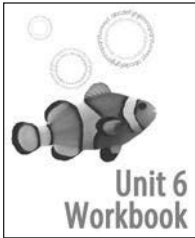
- Have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response, before one student then raises his/her hand to respond.
- Following a question, ask all students to provide a written response, before asking an individual student to respond orally.

Teacher Overview	
<p>Main Idea and Key Details: The main idea of the chapter is that a treaty was signed to end the War of 1812, but people in the United States did not get word of the treaty right away and kept fighting. The United States was proud of its efforts.</p>	<p>Synopsis: The chapter “The End of the War” provides information about the end of the War of 1812 and how it signaled the start of a new age of national pride for the United States.</p>

Lesson			
Text from Student Reader	Vocabulary Instruction	Text-Dependent Questions	Responses
<ul style="list-style-type: none"> • Portions of the text of the Student Reader are 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 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 86 On January 8, 1815, the British attacked New Orleans. They planned on winning without much trouble.</p>		<p>When it says in the text [The British] planned on winning without much trouble, does that mean they thought winning would be easy or difficult?</p>	<p>That means the British though winning would be easy.</p>
<p>But they did not know how brave Andrew Jackson and his men were—or how good they were with their weapons. The British soldiers had on bright red coats. A wave of them charged. Jackson’s men crouched behind their walls. They took careful aim. Then they fired. Their bullets hit the first wave of British soldiers.</p>	<p>wave—a line of attacking troops. Note for students the multiple meanings of this word. The word <i>wave</i> can also mean an area of moving water that is raised up above the surface of the water, or the repeated movement of a hand as a signal of greeting.</p> <p>crouched—lowered the body closer to the ground by bending the knees</p>	<p>What did the British not know about Andrew Jackson and his men?</p>	<p>The British did not know how brave Andrew Jackson and his men were or how good they were with their weapons.</p>

Lesson

<p>Text from Student Reader</p> <ul style="list-style-type: none"> • Portions of the text of the Student Reader are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading. 	<p>Vocabulary Instruction</p> <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. 	<p>Text-Dependent Questions</p> <ul style="list-style-type: none"> • After 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. 	<p>Responses</p> <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 88</p> <p>The British took heavy losses. In those days news traveled slowly. There were no radios or television sets. There were no phones. There were no computers to send emails. A letter could only travel as fast as the man who carried it. It took a couple of weeks for news of the treaty to get from Europe to the United States. That is why Jackson and his men did not find out about the treaty until after the battle.</p>	<p>heavy (losses)—many losses or deaths as a result of war. Note for students the multiple meanings of this word. The word <i>heavy</i> can also mean having a lot of weight; having great power; dense or thick; or hard to do.</p> <p>travel as fast as the man who carried it—move at the speed at which the person carrying something can move</p>	<p>Find several examples in the text to support the claim that “In those days news traveled slowly.”</p>	<p>The letter took so long to arrive in the United States because a letter could only travel as fast as the man who carried it. There were no radios. There were no televisions. There were no phones. There were no computers.</p>
<p>Page 90</p> <p>The War of 1812 lasted three years. It’s hard to say who won. Both sides won battles. The British burned Washington D.C., but the Americans won the Battle of New Orleans. “Old Ironsides” won a number of battles on the sea. But other U.S. ships were sunk. All in all, there was no clear winner.</p> <p>It might seem as if the war was for nothing. But some things had changed. The Americans had battled together as a nation, and they had done it well. They had taken on the mighty British and had held their own. The world saw they were strong.</p> <p>The end of the war marked the start of a new age in U.S. history. It was an age of national pride. The War of 1812 showed that the United States of America was here to stay.</p>	<p>age—a period of time in history. Note for students the multiple meanings of this word. The word <i>age</i> can also mean the amount of time a person has lived.</p>	<p>Even though there was no clear winner of the War of 1812, what had changed for America that was good?</p>	<p>Americans had battled together as a nation and had done it well. They had taken on the mighty British and had held their own.</p>



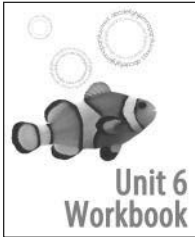
Worksheet 26.1

Introduce Spelling Words

- Prior to introducing the specific spelling words, tell students that this week all of the words are domain-specific words. That means that all of the words have something to do with the Reader *The War of 1812*. Show students one word at a time, asking them to first read the word. Ask students to use each word in a sentence illustrating its meaning.
- 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 as you did in previous lessons.
- Ask students: “Do you see any words that begin with ‘a’? No. ‘b’? No ‘c’? No. ‘d’? Yes, I have two words that begin with ‘d’—*drains* and *defend*. I wonder how we know which one to put first? Let me unfold one more letter. (Fold the cards so the ‘dr’ and ‘de’ are visible.) Oh, I see. ‘e’ comes before ‘r’, so I will put the word that starts with ‘de’—*defend*—before the word that starts with ‘dr’—*drain*. ‘e’? No. ‘f’? Yes, *fired* is next. ‘g’? Yes, I have two words that begin with ‘g’—*goods* and *general*. I wonder how we know which one to put first? Let me unfold one more letter. (Fold the cards so the ‘go’ and ‘ge’ are visible.) Oh, I see. ‘e’ comes before ‘o’, so I will put the word that starts with ‘ge’—*general*—before the word that starts with ‘go’—*goods*.” Proceed in this way until all cards have been alphabetized.
- Unfold the cards and read the words aloud with students.
- Explicitly tell the students that the words are now in alphabetical order.

- | | |
|----------------|-----------------|
| 1. defend | 11. New Orleans |
| 2. drains | 12. orphan |
| 3. fired | 13. peace |
| 4. general | 14. proud |
| 5. goods | 15. ragtag |
| 6. hickory | 16. river |
| 7. highways | 17. soldiers |
| 8. knotty | 18. streak |
| 9. Mississippi | 19. traders |
| 10. mortar | 20. treaty |

- Tell students that the words will remain on display until the assessment so that they may refer to them during the week.
- Tell students that they will take home Worksheet 26.1 to share with a family member.



Worksheet 25.3

Today's Focus Spelling

- Pass out Worksheet 25.3 that you collected during the previous lesson.
- Remind students that in the previous lesson Watkins Llama and his friend Wanda helped students learn that the spelling 'a' can represent the /o/ sound when 'a' follows the sound of /w/.
- For review, ask students to read the words on the 'a' branch of the /o/ Spelling Tree, calling attention to the /w/ sound that precedes each 'a' spelling.
- Tell students that sometimes even when the letter 'w' is not part of the spelling of a word, other letter combinations may represent the /w/ sound and influence the sound of the spelling 'a'.
- Write 'qu' on the board, and ask students what sound this spelling represents (/k/ /w/). Now show students the prepared spelling leaves for *squash*, *squat*, and *squad*. Have students read the words and place them on the 'a' spelling branch of the /o/ Spelling Tree.
- Tell students that today they will learn some additional words in which the spelling 'a' represents the sound /o/. Ask students to point to the first picture on Worksheet 25.3. As students point to the picture, read the following:

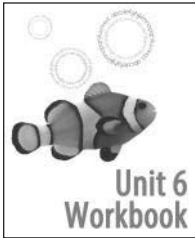
"Hi, Second Graders, Watkins Llama here again. I am back to tell you a little more about words in which the spelling 'a' can stand for the /o/ sound. In the last lesson you learned that the letter 'a' can stand for the /o/ sound when it follows the /w/ sound. Today you are going to learn some more words in which 'a' stands for /o/, even when there is no /w/ sound.

Listen to the word *llama*. Do you hear the /o/ sound in *llama*? You can hear it in two places. Guess what—the /o/ is spelled with the letter 'a' in both spots. Listen again: *I like to wear green pajamas*. Do you hear the /o/ sound in the middle of *pajamas*? It is spelled with the letter 'a'. Do you remember my friend, Wanda Swan? She likes to act in plays and dramas. Do you hear the /o/ sound in *drama*? Just like the 'o' sound in *llama*, the /o/ sound in *drama* is spelled with the letter 'a' in both spots. Your teacher is going to show you some more new words to add to your Spelling Tree now."

Note: Some people pronounce *pajamas* as /p/ /ə/ /j/ /a/ /m/ /ə/ /z/ but in this program, the second 'a' in *pajamas* is pronounced /o/, /p/ /ə/ /j/ /o/ /m/ /ə/ /z/

- Show students the spelling leaves that you prepared: *father*, *grandma*, *grandpa*, *lava*, *pajamas*, *drama*, and *llama*.
- Read the words aloud as a class.
- Pass out leaves and ask students to circle the letters that stand for the /o/ sound on each leaf. Have student pairs read each word aloud to the class and tape it to the 'a' branch on the /o/ Spelling Tree.

Matching Pictures and Sentences



Worksheet 26.2

- Ask students to turn to Worksheet 26.2 and complete it as a teacher-guided activity.

Take-Home Material

Family Letter; “The End of the War”; Alphabetize Words

- Have students take home Worksheet 26.1 to share with a family member, Worksheet 26.3 to read to a family member, and Worksheet 26.4 to complete.

Lesson 27

✓ 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.

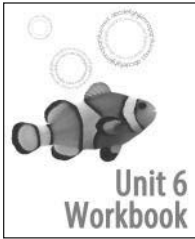
- ✓ **Read and write words spelled with the following vowel teams: long vowel sounds: 'ai', 'ay' > /ae/; 'ea', 'ey', 'ee' > /ee/; 'oe', 'ow' > /oe/; 'ie', 'igh' > /ie/; short vowel sounds: 'ou', 'o_e' > /u/; 'ea' > /e/; other vowel sounds: 'oi', 'oy' > /oi/; 'aw', 'au', 'augh', 'al' > /aw/; 'ow' > /ou/; r-controlled vowel sounds: 'er' > /er/; 'or' > /or/; 'ar' > /ar/ (RF.2.3b)**
- ✓ **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' as /er/ (*her*); 'ar' > /ar/ (*car*) or /or/ (*war*); 'al' > /ə/ + /l/ (*animal*); '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)**

At a Glance	Exercise	Materials	Minutes
Assessment	<i>The War of 1812 Assessment</i>	Worksheet 27.1	15
Writing	<i>A Letter from Mr. Mowse</i>	Worksheet 27.2	15
Today's Spelling	<i>Baseball Game</i>	prepared cards; tape	10
Small Group	<i>Remediation and Enrichment</i>	Worksheets 27.3, 27.4	20

Advance Preparation

Prepare the following word cards for a baseball game.

- | | | |
|----------|------------|-------------|
| 1. cat | 9. chasing | 17. water |
| 2. flat | 10. danger | 18. swan |
| 3. shack | 11. about | 19. wand |
| 4. chap | 12. China | 20. waffle |
| 5. tap | 13. around | 21. drama |
| 6. lady | 14. Africa | 22. lava |
| 7. paper | 15. attack | 23. grandma |
| 8. bacon | 16. walrus | 24. pajama |

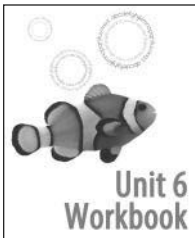
10 The War of 1812 Assessment

Worksheet 27.1

- Have students tear out Worksheet 27.1. Explain that this assessment covers the information that they have learned from reading *The War of 1812*.
- If you feel it is necessary, you may preview any vocabulary from the assessment before having students answer the questions on their own.
- Tell students that if they finish early, they may choose to read any chapter in the reader silently.

Note to Teacher

When time permits, score these assessments using the guidelines at the end of this lesson to evaluate each student's mastery of the information presented about the War of 1812.

Writing**A Letter from Mr. Mowse**

Worksheet 27.2

- Tell students to turn to Worksheet 27.2 to read a letter that Mr. Mowse has left for them. Point out that the letter at the top of the page is Mr. Mowse's letter and that, as usual, there are some misspellings in the letter, so an edited version of the letter is reprinted below Mr. Mowse's letter.
- Ask one or more students to read Mr. Mowse's letter aloud.
- Then, ask students to turn to the back of the worksheet. Read the questions that Mr. Mowse wants to find answers for. Point out that Mr. Mowse may have questions that you have as well.

Today's Spelling**Baseball Game**

- Tell students that today they will review the tricky 'a' spellings they studied. Write the following headers on the board. Choose one index card example of each spelling to read with students as a way to review each spelling for the schwa sound. Tape each word under the appropriate header on the board:

'a' > /a/ (*hat*)

'a' > /æ/ (*paper*)

'a' > /ə/ (*about*)

'wa' > /o/ (*water*)

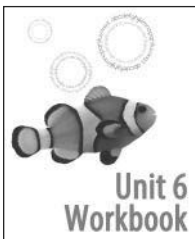
'a' > /o/ (*father*)

- Shuffle the cards that you have prepared.
- Draw a baseball diamond on the board.
- Divide the class into two teams, having one team at a time come to the front of the room and line up in front of the board. (You may choose to have students stay seated and divide the class into teams by the manner in which they are seated.) Each team takes a “turn at bat” as follows:
 - Pick a card from the pile, and ask the first person on the team to read it aloud, while you tape it in the correct column on the board. If the word is read correctly, draw a line from home plate to first base, signifying a “hit.” This player then goes to the back of his team’s line, while the next player comes forward to read the next card. If she reads the word correctly, draw a line from first to second base. Play continues this way. If the fourth player reads the word correctly, draw a line from third base to home plate and mark “1 run” for the team. Play continues for this team so long as no words are misread; when a word is misread, the next team takes its turn at bat.
 - Set a timer for 10 minutes, and tell students that whichever team has the most runs when the timer rings is the winning team. Point out that accuracy is important, but so is speed. The more turns that players have to read words, the more likely their team is to score runs.

Small Group

20 minutes

Remediation and Enrichment



Worksheets 27.3, 27.4

- ✦ **Small Group 1:** Have students who are able to work independently complete Worksheet 27.3 to review parts of speech, or assign some other reading-related task that you feel would be beneficial.
- ✦ **Small Group 2:** Work with Group 2, students needing extra help, with either the grammar Worksheet 27.4 reviewing complete and incomplete sentences, or with another Pausing Point worksheet of your choice.

Directions for Scoring and Analyzing The War of 1812 Assessment

Unit 6 Lesson 27

- Correct the assessments, using the following answer key.

1. B	7. D
2. D	8. C
3. C	9. A
4. B	10. C
5. C	11. C
6. C	12. *

- Each assessment is worth 15 points, with correct answers for items 1–11 assigned 1 point each. Item 12 is worth 4 points: 2 points each for correctly selecting two adjectives to identify Francis Scott Key (2 points) and 1 point each for providing at least one example justifying the adjective selected (2 points).
- The following guidelines are offered as an analysis of student mastery of the domain knowledge presented in this unit:

Score	Domain Knowledge
11–15 points	good, excellent
9 or 10 points	fair
8 points or less	poor

- If time permits, you may wish to re-administer the assessment orally to any students who perform poorly to ascertain whether the poor performance truly represents lack of knowledge, or whether it may be indicative of difficulty in reading the assessment questions and answers.
- You may also find it interesting to analyze a student's performance according to the type of questions answered incorrectly.

Literal Questions	1, 2, 4, 5, 6, 7, 9, 10
Inferential Questions	3, 8, 11, 12

Lesson 28

Writing

✓ Objectives

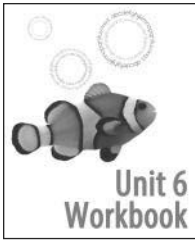
The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Read and write words with the following letter-sound correspondences: 'a' as /a/ (*hat*), /æ/ (*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' as /er/ (*her*); '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)

At a Glance	Exercise	Materials	Minutes
Writing	Mr. Mowse's Report on the War of 1812	Worksheet 28.1	20
	Staying on Topic	Worksheet 28.2	10
Practice	Alphabetizing to the Second Letter	Worksheet 28.3	15
	Tricky Spelling 'a'	Worksheet 28.4	15
Take-Home Material	Staying on Topic	Worksheet 28.5	*

Mr. Mowse's Report on the War of 1812

20 minutes

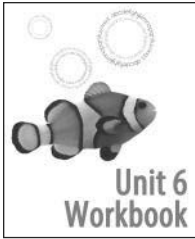


Worksheet 28.1

- Remind students that they have been learning about writing paragraphs. They have learned that a good paragraph has a topic sentence that gives an idea of what the paragraph is about, additional sentences that provide details supporting the topic sentence, and a concluding sentence that wraps up the paragraph at the end.
- Ask students to turn to Worksheet 28.1. Remind students that in the previous lesson they read a letter from Mr. Mowse in which he talked about how much he was learning about the War of 1812, even though he still had some questions. Tell students that Mr. Mowse has also been listening to their lessons about writing paragraphs and decided to try writing some paragraphs about the War of 1812.
- Read the title of the worksheet, and explain that a report is a piece of writing about a nonfiction topic. Tell students that Mr. Mowse started writing his report and, although he remembered some really good information about the War of 1812, he had difficulty organizing his thoughts, so he needs some help from the class.
- Tell students that the sentences on the front of the worksheet are all from the same paragraph. There are six sentences: one is a topic sentence, one is a concluding sentence, and the rest are sentences that provide supporting details for the topic sentence. However, the sentences are not in the proper order.
- Ask students to read all of the sentences aloud as a group, thinking in particular about which sentence might be the topic sentence. After a brief discussion, have all students mark the topic sentence.
- Next, ask students to identify and mark the concluding sentence. Remind students that often the concluding sentence is a restatement of the topic sentence. Remind students that the concluding sentence is the very last sentence in a properly sequenced paragraph.
- Finally, tell students that the remaining sentences are all details supporting the topic sentence. Ask them to number the remaining sentences in a logical order so that they make sense.
- Summarize by having students reread the sentences in the correct order (i.e., topic sentence, supporting details in proper order, and the concluding sentence).
- Complete the back of the worksheet with the next group of sentences in the same manner.

Staying on Topic

10 minutes



Worksheet 28.2

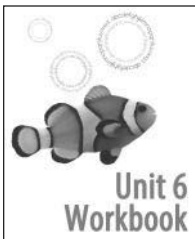
- Ask students to turn to Worksheet 28.2, and explain that it includes several paragraphs. Each paragraph has a topic sentence, followed by additional sentences.
- Explain, however, that in each paragraph, there is an extra sentence that does not relate to the topic sentence.
- Explain that students are to underline the topic sentence in each paragraph and cross out the sentence that does not stay on the topic. Complete the worksheet as a teacher-guided activity.

Practice

30 minutes

10 Alphabetizing to the Second Letter

15 minutes

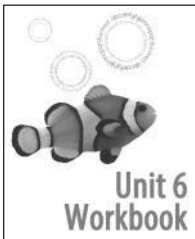


Worksheet 28.3

- Ask students to turn to Worksheet 28.3 and complete it as an independent activity. You may wish to use this as an informal assessment.

Tricky Spelling 'a'

15 minutes



Worksheet 28.4

- Have students turn to Worksheet 28.4 and read the words in the box aloud before completing the worksheet independently, as you circulate throughout the room, providing assistance as needed.

Take-Home Material

Staying on Topic

- Have students take home Worksheet 28.5 to complete.

Lesson 29

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.

- ✓ **Plan, draft, and edit an informative/explanatory text that introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section (W.2.2)**

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Writing	The Report-Writing Process	Worksheets 29.1, 29.2; chart paper; markers	25
	Choosing a Topic: Revisiting Mr. Mowse's Letter	Worksheet 27.2	15
	Topic Sentences and Concluding Sentences	Worksheet 29.3	20
Take-Home Material	Topic and Concluding Sentences	Worksheet 29.4	*

Advance Preparation

Prior to the lesson, write the following on chart paper for use during the Writing portion of the lesson.

Write a Research Paper

Plan

1. _____
2. _____
3. _____

Draft

4. _____
5. _____

Edit

6. _____
7. _____
8. _____

On another piece of chart paper, record the following prior to class.

Topic: _____

What do the words of our national anthem describe?

When singing our national anthem, how should people behave?

How do people show respect for the flag?

How did the poem Francis Scott Key wrote become our national anthem?

What are the three times during the attack on Ft. McHenry that Key looked for the flag?

How could Key see the flag in the middle of the night?

Why couldn't Key see the flag just before the sun came up?

Why was it important to Key to see if the flag was still flying after the attack ended?

Prior to the lesson, write the following sentences on the board or chart paper, leaving space above these sentences to write a topic sentence with students during the lesson:

One reason Americans were angry with the British in 1812 was that the British forced some American sailors to serve in the British Navy. The British were also stopping American ships from trading freely with the French. Another reason Americans were angry was that the British were trading with Native Americans. This created problems for American pioneers who were trying to move west.

Also, leave sufficient space at the end of the above sentences so that a concluding sentence can be added during the lesson.

Writing

60 minutes

The Report-Writing Process

25 minutes



Worksheets 29.1, 29.2

- Direct students' attention to the Write a Research Paper chart you placed on the board in advance, and read the three steps with students.
- Ask students to turn to Worksheet 29.1 telling them it is the same as the chart.
- Remind them that throughout Grade 2, they have been practicing different forms of writing: summaries of stories they have read, new endings for stories, and persuasive letters.

- Remind students that whenever they have practiced writing, they have used a three-step writing process.
- Have students identify the three steps—plan, draft, and edit—as they refer to the Write a Research Paper chart and Worksheet 29.1.
- Explain to students that they are now going to learn about writing reports. They will use the same three-step process, but will also learn some specific “mini-steps” for planning, drafting, and editing when they are writing a report.
- Explain that since a report is writing about nonfiction, one of the first things that students need to do before writing a report is to choose a specific topic. Ask students to think back to the report that they just read by Mr. Mowse and identify the topic of his report. (the War of 1812)
- Write **Choose a topic** on the chart as the first mini-step in planning, and have students write the same on the first line of Worksheet 29.1. Explain that reports can be written about any nonfiction topic in history or science. Encourage them to discuss examples of possible nonfiction topics that might be of interest to them for report writing; make sure that they name nonfiction topics.
- Next, explain that once a topic has been selected, prior to starting to write about a nonfiction topic, students need to make sure they are knowledgeable about the topic. Tell students that the second mini-step in planning is to **Gather information**. Record this step on the chart as students copy it onto their worksheet.
- Explain that when gathering information for a report, writers pull together as many different resources about that topic as possible. These resources can include books, articles in magazines or on the Internet, and other reference books, such as atlases, encyclopedias, etc., when applicable. If you have access to the Internet in your classroom, this may be an appropriate opportunity to briefly introduce a search engine and the use of key words for doing an Internet search. You may also want to arrange for a classroom visit to the school library.
- Ask students what resources they think Mr. Mowse may have used to write his report. (*The War of 1812 Reader*)
- Next, explain and record the third mini-step in planning a report, **Read and take notes** about the topic. If you have saved any of the chart paper notes that you have modeled in earlier lessons of this unit, display these now and discuss them with students, pointing out that when you take notes, you often only write short phrases rather than complete sentences.
- Tell students that you will now talk about some mini-steps for the draft step. Remind them that this is when they will actually start writing about their topic. When writing a draft of a nonfiction report, it is important to **Organize notes**. Record this mini-step on the chart, and have the students do the same on their worksheet.

- Explain that when they organize their notes, writers group similar ideas from their notes together so that they will be ready to write paragraphs.
- Record as the next mini-step in drafting **Write paragraphs**, and have students do the same on their worksheet.
- Remind students that they have already learned a lot about writing paragraphs in this unit. They know that a good paragraph has a topic and a concluding sentence, as well as supporting details.
- Point out that the final step is to edit, which has three mini-steps. Record **Use editing checklist** as the first mini-step and have students do the same. Remind students that they have used editing checklists throughout Grade 2 to refine their drafts.
- Now ask students to turn to Worksheet 29.2. Read the checklist aloud as a group, and discuss the questions. Note for students that this checklist is somewhat different from the editing checklist they have used in the past that was created for editing stories.
- Conclude this portion of the lesson by asking students to refer back to Worksheet 29.2, noting that there are still two blank spaces for two additional mini-steps in editing, but that you will come back to those final editing steps during a future lesson.

Write a Research Paper

Plan

1. Choose a topic
2. Gather information
3. Read and take notes

Draft

4. Organize notes
5. Write paragraphs

Edit

6. Use editing checklist
7. _____
8. _____

Choosing a Topic: Revisiting Mr. Mowse's Letter

15 minutes

- Ask students to turn back to Worksheet 27.2 and look in particular at the questions that Mr. Mowse has listed. Ask them to reread all of the questions in order to identify a single topic that all of these questions relate to.

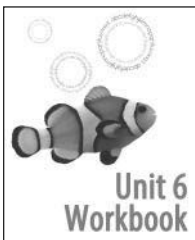


Worksheet 27.2

- Possible responses might include how to behave when handling and addressing the flag and what the words to “The Star-Spangled Banner” mean. Record whatever wording students use to characterize the questions in the blank space labeled “Topic:” on the previously prepared chart.
- Point out that the questions listed on the chart paper are the same questions that Mr. Mowse asked in his letter. In the time that remains, ask students to brainstorm any additional questions that they may also have about the topic identified, which is on the chart paper. Be sure to guide students in posing questions that are relevant to the topic and not just general questions about the War of 1812.
- Record any additional student questions on the chart. Tell students that over the next several lessons you will use these questions as a guide to write a report to answer Mr. Mowse’s questions.

Topic Sentences and Concluding Sentences

20 minutes



Worksheet 29.3

- Remind students that they have been learning about writing paragraphs. They have learned that a good paragraph has a topic sentence that gives an idea of what the paragraph is about. A good paragraph also includes sentences that provide details that support the topic sentence.
- Display the sentences that you prepared in advance, and tell students that you have written a paragraph that includes some information about the War of 1812. Let students know that the paragraph does not yet have a topic sentence.
- Read the paragraph aloud with students, and then ask them to brainstorm ideas for an appropriate topic sentence for the beginning of the paragraph. Ask questions to guide students in recognizing that this paragraph is about the different reasons that the Americans were angry with the British in 1812.
- Help rephrase students’ ideas for a topic sentence into a single, complete sentence, and then write this at the beginning of the paragraph, remembering to indent. Possible topic sentences might include the following: *There were many reasons that Americans were angry with the British before the War of 1812.* Or *There were many things that led to the War of 1812.*
- Reread the entire paragraph with the topic sentence.
- Tell students that good paragraphs also have a concluding sentence at the end of the paragraph. A good concluding sentence wraps things up and often is a restatement of the topic sentence.
- Ask students to suggest ideas for a concluding sentence for this paragraph and then write it at the end of the paragraph. One example of a concluding sentence might be the following: *All of these reasons finally led to the start of the War of 1812.*
- Ask students to turn to Worksheet 29.3. Complete the first paragraph together as a guided activity. If time permits, have students complete the second paragraph on their own.

Take-Home Material

Topic and Concluding Sentences

- Have students take home Worksheet 29.4 to complete.

Lesson 30

Spelling Assessment

✓ 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.

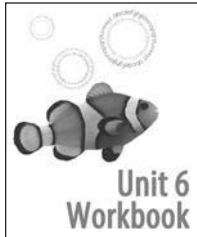
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational text read independently (RI.2.1)
- ✓ Determine the meaning of unknown words and phrases in nonfiction/informational texts read independently (RI.2.4)
- ✓ Identify and use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a nonfiction/informational text (RI.2.5)
- ✓ 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)
- ✓ Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (SL.2.6)
- ✓ Use glossaries and dictionaries, both print and digital, to determine or clarify the meaning of words and phrases (L.2.4e)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Spelling	Spelling Assessment	Worksheet 30.1	20
Reading Time	Partner Reading: "Francis Scott Key and the National Anthem"	<i>The War of 1812</i>	25
Writing	Identify Topic and Irrelevant Sentences	Worksheet 30.2	15

Advance Preparation

Be sure to erase the spelling table from the board and/or turn the table over so students cannot refer to it during the assessment.

10 Spelling Assessment



Worksheet 30.1

- Have students tear out Worksheet 30.1.
- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students time to write the word.
- Repeat this procedure with each of the remaining words.

- | | |
|----------------|--------------|
| 1. Mississippi | 11. knotty |
| 2. general | 12. streak |
| 3. mortar | 13. highways |
| 4. traders | 14. treaty |
| 5. soldiers | 15. goods |
| 6. fired | 16. defend |
| 7. orphan | 17. river |
| 8. ragtag | 18. hickory |
| 9. proud | 19. peace |
| 10. drains | |

Tricky Word: New Orleans

- Direct students' attention to the lines on the back of the worksheet.
- Tell students to write the sentence, "Andrew Jackson fought in the Battle of New Orleans." Slowly repeat this sentence three times.
- At the end, go back through the list and read each spelling word one more time.
- After all the words have been called out, tell students that you will now show them the correct spelling for each word so that they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then onto the sentence.

- Circle the following words on the board. Ask students to write the words in alphabetical order on the back of the worksheet.

1. river
2. ragtag
3. treaty
4. peace

- After all students have finished, write the four words in alphabetical order for students to correct their papers.

1. peace
2. ragtag
3. river
4. treaty

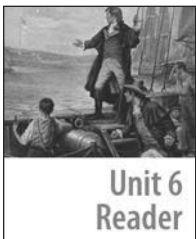
Note to Teacher

At a later time today, you may find it helpful to use the Spelling Analysis Chart provided at the end of this lesson to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Reading Time

25 minutes

Partner Reading: "Francis Scott Key and the National Anthem"



Chapter 8

- Tell students that today they will reread Chapter 8, "Francis Scott Key and the National Anthem" with a partner.

Note: Having students reread this chapter during this lesson will help prepare them for the next few lessons and discussions about "The Star-Spangled Banner."

- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.
- Review the images and captions in the chapter with students before they read.
- 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.

Wrap-Up

- When students have finished reading, call them back together as a class.
- Discuss the chapter as a class, and note for students that they will learn more about the poem Francis Scott Key wrote in the next few lessons.

Writing

15 minutes

Identify Topic and Irrelevant Sentences



Worksheet 30.2

- Remind students that they have been studying how to write a paragraph and have learned that a good paragraph should have a topic sentence that tells what the paragraph will be about.
- Also remind students that the remaining sentences in a paragraph should provide supporting details about the topic. Sentences that do not provide information about the topic should not be included in the paragraph.
- Ask students to turn to Worksheet 30.2.
- Tell students that they are to read the sentences in each group to identify the topic sentence by underlining it. They should then cross out any sentence in the group that does not pertain to the topic.
- Tell students that although they have completed similar exercises in earlier lessons, in those exercises the sentences were logically organized in a paragraph. This worksheet requires more attention because the sentences in each group are not necessarily listed in the order in which they would be written in a paragraph.
- Guide students in identifying the topic sentence and the irrelevant sentence in the first group. Be sure that students read all of the sentences in the group before selecting either the topic sentence or the irrelevant sentence. Have students complete the remaining two groups independently.

Spelling Analysis Directions

Unit 6, Lesson 30

- The most likely error may be one of incorrectly alphabetizing the words on the back of the spelling worksheet. Additional instruction will be given with this skill as the unit progresses.
- Students may also make the mistake of not capitalizing the proper nouns.
- Although many student-error scenarios may occur, you should still be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors that the student makes in the analysis chart. For example:
 - Is the student consistently making errors on specific vowels? Which ones?
 - Is the student consistently making errors on double consonants?
 - Is the student consistently making errors at the end of the words?
 - Is the student consistently making errors on particular beginning consonants?
 - Is the student consistently making errors on schwa spellings?

Spelling Analysis Chart Lesson 30

	Tricky Word: New Orleans																				
	19. peace																				
	18. hickory																				
	17. river																				
	16. defend																				
	15. goods																				
	14. treaty																				
	13. highways																				
	12. streak																				
	11. knotty																				
	10. drains																				
	9. proud																				
	8. ragtag																				
	7. orphan																				
	6. fired																				
	5. soldiers																				
	4. traders																				
	3. mortar																				
	2. general																				
	1. Mississippi																				
Name		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Lesson 31

Writing

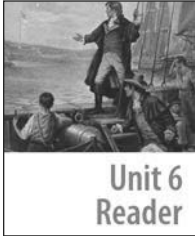
✓ Objectives

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 nonfiction/informational text read independently (RI.2.1)
- ✓ Describe the connection between a series of historical events in a nonfiction/informational text read independently (RI.2.3)
- ✓ Determine the meaning of unknown words and phrases in nonfiction/informational text read independently (RI.2.4)
- ✓ Identify and use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a nonfiction/informational text (RI.2.5)
- ✓ 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 an informative/explanatory text that introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section (W.2.2)
- ✓ Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (SL.2.6)
- ✓ Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases (L.2.4e)

At a Glance	Exercise	Materials	Minutes
Reading Time	Whole Group: "Our National Anthem"	<i>The War of 1812</i>	30
Writing	Taking Notes on "Our National Anthem"	<i>The War of 1812</i> ; previously prepared chart of questions; chart paper; marker; Worksheets 29.1, 31.1	30

Whole Group: “Our National Anthem”



Chapter 11

Introducing the Chapter

- Tell students that the title of today’s chapter is “Our National Anthem.”
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Previewing the Vocabulary

- Preview specific vocabulary immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “Our National Anthem” is listed in bold print after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.

Vocabulary for “Our National Anthem”

1. **patriotic**—having or showing support and love for your country (**98**)
2. **salute**—to show respect (**saluting**) (**102**)
3. **state dinner**—a special dinner hosted by the president of the United States for important people (**state dinners**) (**106**)

- Assist students in decoding these words in the following way:
 - Write the vocabulary word on the board.
 - Divide the word into syllables.
 - Cover one syllable at a time with your hand, and segment the word.
 - Point to each syllable, and ask students to “read it fast” to signal them to read through the word.
 - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

Note: Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted.

1. pa | tri | ot | ic ‘i’ > /ee/ (*ski*)
2. sa | lute ‘a’ > /ə/ (*about*)
3. state din | ner

Sound Spellings for Words

- Write the word *patriotic* on the board.
 - Circle the first letter ‘i’.
 - Tell students that this letter represents the sound /ee/.
 - Ask students to turn to **page 8** of the **Individual Code Chart**.
 - Ask students to find the /ee/ row and follow it across to ‘i’ (*ski*).
 - Ask students to summarize what the power bar means for ‘i’.
- Write the word *salute* on the board.
 - Circle the letter ‘a’.
 - Tell students that this letter represents the sound /ə/.
 - Ask students to turn to **page 7** of the **Individual Code Chart**.
 - Ask students to find the /ə/ row and follow it across to ‘a’ (*about*).
 - Ask students to summarize what the power bar means for ‘a’.

Guided Reading Supports and Purpose for Reading

- Be sure to call students’ attention to and discuss the images and captions accompanying the text, as they often reinforce understanding of the text.
- Also, call students’ attention to the bolded vocabulary words in the chapter, noting that they are included in the glossary.

Pages 92 and 93

- Read the title of the chapter together as a class: “Our National Anthem.”
- Call students’ attention to the image of a cover for the sheet music for “The Star-Spangled Banner” on **page 93**.
- Have students read the caption on **page 93**, and point out that it describes the image.
- Introduce the word *patriotic* as a vocabulary word.
- Have students turn to the glossary, locate *patriotic*, and read the definition together as a class.
- Have students read **page 92** to themselves to find the answer to the question: “Why do countries have a national anthem?”
- After students finish reading, restate the question and ask students to answer. (Countries have a national anthem to show that they are proud of their country.)
- Have students share what they remember about Francis Scott Key and Fort McHenry. (Answers may vary, but should include that Francis Scott Key wrote the poem that became “The Star-Spangled Banner” at the battle of Fort McHenry.)

Pages 94 and 95

- Call on two students to read the paragraphs on **page 94**, and have the class listen for the answer to the question: “When do we sing our national anthem?”
- When students have finished reading, restate the question and ask students to answer. (We sing the national anthem before baseball games and other sporting events, on holidays like the Fourth of July, on special days when we gather together, and at school.)
- Ask, “How should we behave when we sing “The Star-Spangled Banner”?” (We always stand, turn to face the flag, stand still, and look at the flag. You may wish to place your right hand over your heart.)
- Direct students’ attention to the image on **page 95**, and read the caption aloud as a class.

Pages 96 and 97

- Have students look in the glossary for the word *salute*, and read the definition together as a class. Note a form of the word at the end of the definition, *saluting*, is also used in this chapter.
- Call on one student to read aloud the paragraph on **page 96**, asking students to listen for the answer to the question: “How do people salute?”
- After the student finishes reading aloud, restate the question and ask students to answer. (People salute by bringing their right hand up to their head or the tip of their hat.)
- Ask, “Why do people salute the flag?” (People salute the flag to show respect for the flag and pride in our country.)
- Direct students’ attention to the image and caption on **page 97**, and call on one student to read the caption aloud.

Pages 98 and 99

- Have students read the first paragraph on **page 98** to themselves to find the answer to the question: “How long did it take for ‘The Star-Spangled Banner’ to become our national anthem?”
- When students have finished reading, restate the question and ask students to answer. (It took more than a hundred years for “The Star-Spangled Banner” to become our national anthem.)
- Call on one student to read aloud the remainder of **page 98** while the class listens to find the answer to the question: “How did the poem that Francis Scott Key wrote become words to a song?”
- When students have finished reading, restate the question and ask students to answer. (People took the words to the poem and set them to music. They sang the words to a tune that was popular at the time.)

- Read the caption on **page 99** aloud as a class, and have students look at the image.

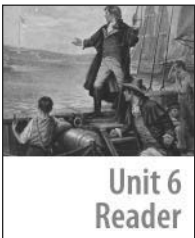
Pages 100 and 101

- Tell students to read the first paragraph on **page 100** to find the answer to the question: “Was ‘The Star-Spangled Banner’ the only popular patriotic song at the time?”
- When students have finished reading, restate the question and ask students to answer. (No, there were many popular patriotic songs at that time.)
- Have students read the remainder of **page 100** to themselves to find the answer to the question: “When did ‘The Star-Spangled Banner’ become our national anthem?” (Congress made “The Star-Spangled Banner” our national anthem in 1931.)
- Ask, “How many years ago was that?” (As of 2013, that was 82 years ago.)
- Discuss the image on **page 101** with students, and read the caption aloud as a class.

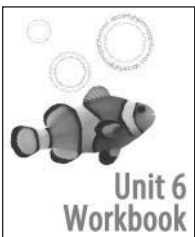
Writing

30 minutes

Taking Notes on “Our National Anthem”



Chapter 11



Worksheets 27.2, 29.1,
31.1

- Referring to your previously prepared chart of questions, remind students that at the end of the last lesson, they reviewed Mr. Mowse’s questions and decided that all of the questions were about the U.S. flag and “The Star-Spangled Banner.”
- Reread aloud Mr. Mowse’s first four questions.
- Ask students to turn to Worksheet 29.1.
- Remind them that this worksheet lists the steps and mini-steps of the process for writing a report. Point out that students already completed the first mini-step of the planning phase (**Choose a topic**) in the previous lesson, because they chose a topic based on Mr. Mowse’s questions.
- Tell students that they now need to complete the next mini-step: **Gather information**. Tell students that they could gather information from many sources, including the Internet, but today they are going to start by looking at a chapter in the Reader so that they will be able to write a report.
- Ask students to again refer to Worksheet 29.1 to find out what the next mini-step is in planning, now that they have identified where they will gather information. (**Read and take notes**)
- Ask students to turn to Worksheet 31.1. Point out that the first half of Mr. Mowse’s questions have been copied on this worksheet, along with space for students to take notes.

- Tell students that the title of today’s chapter is “Our National Anthem.”
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.
- Tell students they will listen again to the chapter and, using their worksheets, take notes during the reading to answer the questions.
- Remind students that when they take notes, they should write only the important words and phrases necessary to answer the questions, rather than complete sentences. An example would be: “What is the name of our national anthem?” Instead of students writing a complete sentence, they would simply write “*The Star-Spangled Banner.*”
- Say, “I am going to first read the questions aloud while you follow along on your worksheet.”
- Tell students that as you read the chapter aloud, you will pause when necessary to allow them to fill in answers on their worksheet. Note for students that you will model how to do this correctly.

Questions for Note-Taking

Note: Reread Chapter 11 to students to help them fill in information to answer the questions on Worksheet 31.1. Familiarize yourself with the questions on the worksheet (also printed with answers at the end of this lesson) so you can pause and model taking notes when a question has been answered in the reading. Ensure that students write only the important words and phrases necessary to answer the questions, emphasizing that writing in complete sentences is not necessary at this point in the process.

Worksheet 31.1

1. What do the words of our national anthem describe? (what Francis Scott Key saw during the attack on Fort McHenry)
 2. When singing or hearing our national anthem, how should people behave? (stand still, look at the flag until the anthem is over)
 3. How do people show respect for the flag? (salute it, never let it touch the ground)
 4. How did the poem Francis Scott Key wrote become our national anthem? (words were set to music, tune was popular at the time)
- Allow students to brainstorm any additional questions they may have about our flag and national anthem. Ensure that their questions are pertinent to the topic. Record any additional questions on chart paper. You may wish to encourage or require students needing more challenge to include additional questions.
 - Have students keep Worksheet 31.1 in their Workbook for use in future lessons.

Lesson 32

Writing

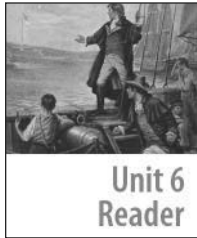
✓ Objectives

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 nonfiction/informational text read independently (RI.2.1)
- ✓ Determine the meaning of unknown words and phrases in nonfiction/informational texts read independently (RI.2.4)
- ✓ Identify and use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a nonfiction/informational text (RI.2.5)
- ✓ 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 an informative/explanatory text that introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section (W.2.2)
- ✓ Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (SL.2.6)
- ✓ Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases (L.2.4e)

<i>At a Glance</i>	Exercise	Materials	Minutes
Reading Time	Whole Group: “Making Sense of the National Anthem”	<i>The War of 1812</i>	30
Writing	Taking Notes on “Making Sense of the National Anthem”	<i>The War of 1812</i> ; previously prepared chart of questions; chart paper; marker; Worksheets 27.2, 32.1	30

Whole Group: “Making Sense of the National Anthem”



Chapter 12

Introducing the Chapter

- Tell students that the title of today’s chapter is “Making Sense of the National Anthem.”
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Previewing the Vocabulary

- There is no vocabulary to preview for this chapter.

Guided Reading Supports and Purpose for Reading

- Be sure to call students’ attention to and discuss the images and captions accompanying the text, as they often reinforce understanding of the text.
- Also, call students’ attention to the bolded vocabulary words in the chapter, noting that they are included in the glossary.

Pages 102 and 103

- Read the title of the chapter together as a class, “Making Sense of the National Anthem.”
- Call students’ attention to the image of the words for “The Star-Spangled Banner” on **page 103**.
- Have students read the caption on **page 103**, and point out that it describes the image.
- Have students read **page 102** to themselves to find the answer to the question: “How long ago did Francis Scott Key write the poem that became our national anthem?”
- After students finish reading, restate the question and ask students to answer. (about two hundred years ago) Record the answer on the board or chart paper.
- Have students share what they remember about Francis Scott Key and Fort McHenry. (Answers may vary, but should include that Francis Scott Key wrote the poem that became “The Star-Spangled Banner” at the battle of Fort McHenry and that the words describe him watching the flag and hoping it was still flying after the battle ended.)

Pages 104 and 105

- Call on one student to read the first paragraph on **page 104**, and have the class listen for the answer to the question: “What do the words *perilous fight* mean?”
- When the student has finished reading, restate the question and ask students to answer. (The words *perilous fight* mean a dangerous battle.)

- Call on another student to read the second paragraph on **page 104**, and have the class listen for the answer to the question: “What does the word *ramparts* mean?”
- When the student has finished reading, restate the question and ask students to answer. (The word *ramparts* means the walls of the fort.)
- Call on another student to read the third paragraph on **page 104**, and have the class listen for the answer to the question: “What does the word *spangled* mean?”
- When the student has finished reading, restate the question and ask students to answer. (The word *spangled* means dotted with stars.)
- Ask, “What does it mean that the broad stripes and bright stars were *streaming*?” (When the wind blows, the flag ripples in the air causing the stripes to look like moving water, as in a stream.)
- Direct students’ attention to the image on **page 105**, and read the caption aloud as a class.

Pages 106 and 107

- Call on one student to read aloud the first paragraph on **page 106**, asking students to listen for the answer to the question: “What do the words *at the twilight’s last gleaming* mean?”
- After the student finishes reading aloud, restate the question and ask students to answer. (The words *at the twilight’s last gleaming* means just as the sun set.)
- Ask, “How could Key see the flag at night?” (The *rockets red glare* and the *bombs bursting in air* lit up the night sky.)
- Call on another student to read the second paragraph on **page 104**, and have the class listen for the answer to the question: “Why couldn’t Key see the flag just before dawn?”
- When the student has finished reading, restate the question and ask students to answer. (The attack had ended, so there were no flashes from rockets or bombs.)
- Direct students’ attention to the image and caption on **page 107**, and call on one student to read the caption aloud.

Pages 108 and 109

- Have students read **page 108** to themselves to find the answer to the question: “Throughout the attack on Fort McHenry, what was Key looking to see?”
- When students have finished reading, restate the question and ask students to answer. (Key wanted to see the U.S. flag.)
- Have students look at the image on **page 109** and read the words in the bubble aloud as a class.

Pages 110 and 111

- Tell students to read **page 110** to themselves to find the answer to the question: “What do the words *land of the free and the home of the brave* mean?”
- When students have finished reading, restate the question and ask students to answer. (The words *land of the free and the home of the brave* mean the United States.)
- Ask, “What do the last lines of the song mean?” (They ask: is our flag still waving?)
- Discuss the image on **page 111** with students, and read the words in the bubble aloud as a class.

Pages 112 and 113

- Tell students to read **page 112** to themselves to find the answer to the question: “Is there a part of our national anthem that answers the questions Key wrote?”
- When students have finished reading, restate the question and ask students to answer. (Yes, but the answers are in a part of the anthem that we don’t sing very much.)
- Discuss the image on **page 113** with students, and read the caption aloud as a class. Note for students the answers to the questions Key wrote in the first part of the anthem.

Writing

30 minutes

Taking Notes: “Making Sense of the National Anthem”



Unit 6
Reader

Chapter 12



Unit 6
Workbook

Worksheets 27.2, 32.1

- Tell students that today they will take notes on another chapter in the Reader.
- Direct students’ attention to Worksheet 27.2, and reread aloud Mr. Mowse’s remaining four questions.
- Ask students to turn to Worksheet 32.1 and point out that Mr. Mowse’s remaining questions have been copied on this worksheet, along with space for students to take notes.
- Tell students that the title of today’s chapter is “Making Sense of the National Anthem.”
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.
- Tell students they will listen again to the chapter and, using their worksheets, take notes during the reading to answer the questions.
- Remind students that when they take notes, they should write only the important words and phrases necessary to answer the questions, rather than complete sentences.

- Tell students that as you read the chapter aloud, you will pause when necessary to allow them to fill in answers on their worksheet. Note for students that you will model how to do this correctly.

Questions for Note-Taking

Note: Reread Chapter 12 to students to help them fill in information to answer the questions on Worksheet 32.1. Familiarize yourself with the questions on the worksheet (also printed with answers at the end of this lesson) so you can pause and model taking notes when a question has been answered in the reading. Ensure that students write only the important words and phrases necessary to answer the questions, emphasizing that writing in complete sentences is not necessary at this point in the process.

Worksheet 32.1

1. What are the three times during the attack on Fort McHenry that Key looked for the flag? (just as the sun set, at night, at dawn)
 2. How could Key see the flag in the middle of the night? (the rockets and bombs lit up the sky)
 3. Why couldn't Key see the flag just before the sun came up? (The attack had ended, so no bombs lit up the sky.)
 4. Why was it important to Key to see if the flag was still flying after the attack ended? (meant the British had given up)
- Allow students to brainstorm any additional questions they may have about our national anthem. Ensure that their questions are pertinent to the topic. Record any additional questions on chart paper. You may wish to encourage or require students who are proficient writers needing more challenge to include additional questions.
 - Have students keep Worksheet 32.1 in their Workbook for use in future lessons.

Lesson 33

End-of-Year Assessment

✓ 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.

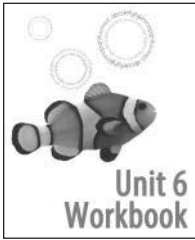
- ✓ **Plan, draft, and edit an informative/ explanatory text that introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section**
(W.2.2)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Student Performance Task Assessment	End-of-Year Assessment: Silent Reading Comprehension Assessment, Section 1	Worksheets 33.1–33.3	20
Writing	Drafting a Report	previously prepared chart of report questions and notes; chart paper; marker; Worksheets 29.1, 31.1, 32.1, 33.4 and 33.5	40

Note to Teacher

The Silent Reading Comprehension Assessment, Section 1 should be given to the whole class in one sitting. Ask students to tear out Worksheets 33.1 and 33.2. Allow students 20 minutes to silently read the story on Worksheet 33.1 and to answer the multiple-choice comprehension questions on Worksheet 33.2. Students should be allowed (and encouraged) to look back at the story as they answer the questions. Collect the worksheets after 20 minutes. (Ability to read the story and answer the questions in a fixed length of time is part of the assessment.)

10 End-of-Year Assessment: Silent Reading Comprehension Assessment, Section 1



Worksheets 33.1–33.3

- Have students tear out Worksheets 33.1–33.3. Collect Worksheet 33.3 from students.
- Tell students to silently read the story on Worksheet 33.1 and then answer the questions on Worksheet 33.2.
- Tell students they should look back to the story if they can’t remember an answer.
- Tell students that if they feel tired, it’s a good idea to take a short, personal break. Explain to students that they need to respect the others in the classroom and stay seated, while quietly looking up to the ceiling, stretching their shoulders, and taking a deep breath or two.
- Encourage students to do their best.
- Once students finish the assessment, encourage them to review their papers, rereading and looking over their answers carefully.
- Again, explain the necessity of respecting that not all classmates will finish at the same time, and, if they finish and have checked their papers, they should remain quiet for others to finish.

Scoring “The Young Mouse”

- Answer key for “The Young Mouse”:

1. C	5. B
2. B	6. B
3. B	7. C
4. A	8. C

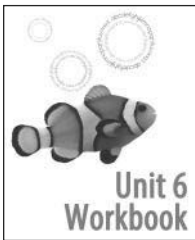
- Guidelines for analyzing student scores on the Silent Reading Comprehension Assessment are found at the end of this lesson.
- Record students’ scores on the End-of-Year Summary Sheet (Worksheet 33.3) for each student.

- Once you have scored and sorted student responses on the comprehension section, administer Sections 2 and 3 individually to students over the course of several days. While you are administering the individual assessments, other students should complete their reports and engage in other independent activities which may include:
 - Rereading chapters of *The War of 1812* (or any of the Grade 2 CKLA readers) with a partner.
 - Completing Pausing Point Worksheets.

Writing

40 minutes

Drafting a Report



Worksheets 29.1, 31.1, 32.1, 33.4, 33.5

- Referring to your previously prepared chart of questions, remind students that in the previous two lessons they took notes while listening to two chapters in their Reader so that they would be able to answer Mr. Mowse’s questions about the flag and our national anthem.
- Now ask students to turn to and look at Worksheet 29.1, pointing out that they have completed the Planning Step with its three mini-steps. Ask students to identify the next step and mini-steps in report writing (**Draft: Organize notes** and **Write paragraphs**).
- Have students turn to Worksheets 31.1 and 32.1. It may be easier for students to take these worksheets out of the Workbook so that they can look at them side by side.
- Tell students that when writers write a report, they often use several sources (books, Internet, magazine articles, etc.) to gather information on their topic. Ask students to identify how many different sources they have used thus far to gather information to answer Mr. Mowse’s questions. (Answers may vary depending on whether you and your students have consulted the Internet and other books, in addition to the Reader chapters.)
- Tell students that when you use different sources to gather information, once you have finished all of your research, it is important to go back and look at *all* of your notes and organize them into groups that relate to different aspects or parts of the report topic. Remind students that the overall topic of their report is the U.S. flag and our national anthem. Tell them this is the overall topic of their report, but it is likely that their report will have different parts (and paragraphs) once they look at and organize all of their notes.
- Ask students to spend several minutes briefly scanning their notes on Worksheet 31.1 and to then identify what all of these notes refer to. (our national anthem and the U.S. flag)
- Now ask students to spend several minutes briefly scanning their notes on Worksheet 32.1 and to now identify what all of these notes refer to. (what the words in our national anthem mean)

- Tell students that they are fortunate because, thanks to the way the note-taking worksheets were set up, their notes have already been organized in two different groups that they will now use to create two parts/two paragraphs for their report.
- Have students put Worksheet 32.1 aside in their writing folder, leaving Worksheet 31.1 on their desk. They should also take out Worksheet 33.4.
- Tell students that they are going to now use their notes on Worksheet 31.1 to write a draft of their first paragraph on Worksheet 33.4. Point out that there is a space at the top of this worksheet to write the title of their report.
- Explain that the title should provide an idea of what the topic is. Have them refer to the topic that they previously identified and that you recorded on the questions chart, and encourage them to brainstorm a title for their report, writing it in the provided worksheet space. Explain that many times the title may actually be the same as the topic and that's fine. You may want to model recording a title on a piece of chart paper as the students write their title, emphasizing the need to capitalize the first and last words and other important words within the title. Note for students that titles do not have end punctuation.
- Now they are ready to start writing their first paragraph. Remind students that they have learned that good paragraphs have a topic and concluding sentence, as well as several sentences that provide supporting details for the topic sentence.
- Ask students to take a few minutes to read through all of their notes on Worksheet 31.1. Once they have had sufficient time, as a group brainstorm ideas for a topic sentence for this paragraph. Once all have agreed to the topic sentence, tell students to write this sentence on Worksheet 33.4, as you model writing it on chart paper. Remind students to indent the topic sentence.
- Tell students that next you are going to create and write sentences that provide supporting details for the topic sentence. You should also have the chart paper copy of these same notes displayed.
- Ask students to take a few minutes to individually reread their notes, thinking about the order in which they might want to write about these things in their paragraph. Suggest that they number their notes on their worksheet in the order in which they think they should write about them in the paragraph.
- Once students have had time to number their notes on their individual worksheets, discuss as a class the order in which they think this information should be presented in their paragraph. Guide students in reaching consensus so that you can number the notes on your chart paper.
- Then, work as a group to first orally state in a complete sentence the information numbered as “one” in your notes. Model writing this sentence after the topic sentence on chart paper as students write the sentence on their worksheets.

- Continue in this way until you and the students have written sentences with supporting details using all of the information in the notes.
- Then, remind students that they need to end their paragraph with a good concluding sentence. Discuss possibilities orally, and then write a concluding sentence to end this paragraph on the draft.
- If time still remains, you may want to have students start writing the second paragraph of the report. If so, have them take out Worksheet 32.1 from their folder; you may also want to have them use Worksheet 33.5 so that they have a clean page with sufficient space to write the second paragraph.
- Remind students that this page of notes is about the meaning of the words in our national anthem. Ask them to review their notes and then brainstorm a good topic sentence.
- Depending on your students, you may want to continue as you did with the first paragraph and guide students step by step in creating the remainder of this paragraph. If all or some of your students are capable, you may want to encourage them to try writing a draft of the second paragraph on their own.
- Have students tuck all worksheets in their Workbook.

Silent Reading Comprehension Assessment Analysis

- Score the worksheets, and sort students into two groups.
 - Students who read the story in the allotted time and answered 7 or 8 of the questions correctly do not need further testing. These students are probably well prepared for Grade 3.
 - Students who struggled to read the story in the allotted time and/or missed 2 or more of the 8 questions should complete Sections 2 and 3 of the assessment in a subsequent lesson.

Lesson 34

End-of-Year Assessment

✓ 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.

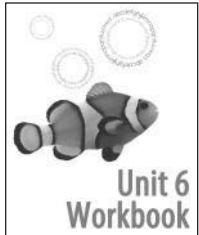
- ✓ **Plan, draft, and edit an informative/explanatory text that introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section**
(W.2.2)
- ✓ **With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing**
(W.2.5)

<i>At a Glance</i>	Exercise	Materials	Minutes
Student Performance Task Assessment	End-of-Year Assessment: Optional Fluency Assessment, Section 2	Worksheets 33.1, 34.1	20
Writing	Drafting a Report	previously prepared charts of report questions; chart paper; marker; Worksheets 32.1, 33.5	15
	Editing a Report	Worksheets 29.1, 29.2, 31.1, 32.1, 33.5	25

Note to Teacher

The Optional Fluency Assessment, Section 2 provides a more focused, one-on-one assessment for students who incorrectly answered two or more of the eight questions in Section 1. To administer this section of the assessment, you will pull students aside individually and ask each to read aloud to you the same story they read silently. You should keep a running record during this reading, and calculate a Words Correct Per Minute (W.C.P.M.) score using the guidelines below. This will provide an indication of fluency.

10 End-of-Year Assessment: Optional Fluency Assessment, Section 2



Worksheets 33.1, 34.1

- Have one student at a time come to a quiet assessment area to read “The Young Mouse” with you.

Instructions

- Place a copy of “The Young Mouse” from the Teacher Guide in front the student. Ask the student for Worksheet 33.1 (worksheet copy of “The Young Mouse”) and Worksheet 34.1, the Words Correct Per Minute (W.C.P.M. Calculation Worksheet). You will use Worksheet 33.1 to mark as a running record as you listen to the student read orally.
- Tell the student that you are going to ask him or her to read the story aloud.
- Explain that you are going to use a watch to see how long it takes him or her to read the story. Tell the student that this is not a race; he or she should read at his or her regular pace and not rush.
- Begin timing when the student reads the first word of the title. If you are using a watch, write the exact Start Time, in minutes and seconds, on your record page.
- If you are using a stopwatch, you do not need to write down the start time since the stopwatch will calculate Elapsed Time.
- As the student reads the story, make a running record on the copy with the student’s name using the following guidelines.

Words read correctly	No mark is required.
Omissions	Draw a long dash above the word omitted.
Insertions	Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted.
Words read incorrectly	Write an “X” above the word.
Substitutions	Write the substitution above the word.
Self-corrected errors	Replace original error mark with an “SC.”
Teacher-supplied words	Write a “T” above the word (counts as an error).

- When the student finishes reading the story, write the exact Finish Time in minutes and seconds on your record sheet.
- Alternatively, if you are using a stopwatch, simply write down the Elapsed Time in minutes and seconds.

- If the student reads very slowly, you may need to stop the reading before the student gets to the end of the story. (Five minutes should be enough time to get a measurement.) If the student does not read to the end, draw a vertical line on the record sheet to indicate how the student read. Also write down either the Finish Time or the Elapsed Time.
- After the student finishes reading, ask the following comprehension questions to see how much of the story the student understood on the second reading.

Comprehension Questions on “The Young Mouse”

1. *Literal* What two animals did the young mouse see on his walk? (cat, rooster)
2. *Literal* Which animal was he scared of? (rooster)
3. *Inferential* Which animal should he have been scared of? (cat)
4. *Literal* Why did the young mouse like the cat better than the rooster? (It looked like him.)
5. *Literal* What did the mother say at the end of the story? (The mouse was lucky the rooster scared him.)
6. *Inferential* What is the moral of the story? (Things are not always what they seem.)

- Repeat this process for additional students.
- Scoring can be done later, provided you have kept running records and jotted down either the Elapsed Time or the Start Time and the Finish Time.

Guidelines for Calculating W.C.P.M. Scores

- If the reading was fairly accurate (<10 uncorrected errors), you can get a rough (and easy) estimate of a student’s W.C.P.M. score simply by noting the time and looking at the chart on Worksheet 34.1.
- To calculate a student’s exact W.C.P.M. score, use the information you wrote down on the record sheet and follow the steps described below. The steps are also shown in graphic form on the W.C.P.M. Calculation Worksheet 34.1. You will probably find it helpful to have a calculator available.
 - First, complete the Words section of the W.C.P.M. Calculation Sheet.
 - Count Words Read. This is the total number of words that the student read or attempted to read, up to the point where he or she stopped. It includes words that the student read correctly as well as words that the student read incorrectly or skipped over. If the student attempted to read the whole story, including the title, use 357 as your total. If the student did not finish the story, you will need to count the number of words that the student actually attempted to read. Write the count for Words Read in the matching box on the W.C.P.M. Calculation Worksheet.

- Count the Uncorrected Mistakes noted in your running record. This includes words read incorrectly, omissions, substitutions, and words that you had to supply. Write the total in the box labeled Uncorrected Mistakes. (A mistake that is corrected by the student is not counted as a mistake; the student is penalized for the time he or she lost making the correction, but not for the initial mistake.)
- Subtract Uncorrected Mistakes from Words Read to get Words Correct.
- Next, complete the Time section of the worksheet.
- Calculate Elapsed Time in minutes and seconds. (If you used a stopwatch, this should already be done for you. Skip to the next step.) If you used a watch and recorded start and stop times, you will need to subtract the Start Time from the Finish Time to calculate the Elapsed Time. Subtract seconds from seconds and then minutes from minutes. Calculate Time in Seconds. Multiply the number of minutes by 60 to convert minutes to seconds, and then add the number of seconds.
- Next, complete the W.C.P.M. section of the worksheet.
- Divide Words Correct by Time in Seconds. Then multiply by 60 to get Words Correct Per Minute (W.C.P.M.).
- As you evaluate W.C.P.M. scores, here are some factors to consider.
 - It is normal for students to show a wide range in fluency and in W.C.P.M. scores. However, a major goal for Grade 2 students is to read with sufficient fluency to ensure comprehension and independent reading of school assignments in subsequent grades. Exact fluency targets vary from state to state; the national mean calculated by Hasbrouck and Tindal in 2006 for Spring of Grade 2 is 89 W.C.P.M.
 - A student's W.C.P.M. score can be compared with the score of other students in the classroom (or grade level) and also with the national fluency norms for Spring of Grade 2 obtained by Hasbrouck and Tindal. Students whose scores are below the 25th percentile (62 W.C.P.M), are experiencing serious problems in reading fluently.
- After you have entered all student scores into the W.C.P.M Calculation Worksheet (Worksheet 34.1), record them on the EOY Summary Sheet (Worksheet 33.3) for each student.

- Compare the student's W.C.P.M. score to national norms for Spring of Grade 2 (Hasbrouck and Tindal, 2006):

Reading Time for this story	W.C.P.M.	National Percentiles for Spring, Grade 2
2:35	141	90th
3:05	118	75th
4:05	91	50th
4:55	74	
5:55	62	25th
8:00	46	
11:35	31	10th

Comprehension Total: _____/6

The Young Mouse

Once upon a time there was a young mouse who had never left his mother's side. One day the young mouse went outside for a walk to explore. But it was not long until he came running back to his mother.

“Mother! Mother!” said the young mouse. “What a scare I have had! I was walking along when I saw two strange animals. One of them looked a lot like me. She had paws and a tail. She looked soft, and kind, and graceful.

But the other one was a scary monster! You should have seen him! He had just two legs and scratched at the ground with his claws. He kept beating his arms.

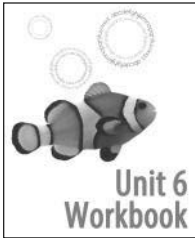
He was ugly, too. He had no fur, just feathers, and he had big red flaps hanging from his head and neck. But what scared me the most was the awful sound he made. It sounded like cock-a-doodle-doo!”

The young mouse went on. “I wanted to say hello to the nice animal that looked like me. She was so lovely, and she looked so good and gentle. She had thick, glossy hair and a modest face. As she looked at me, she waved her fine, long tail and smiled. I think she was about to speak to me when the other animal let out his awful scream. I was so scared that I ran for my life. I didn’t even have time to smile back at the nice animal. It is such a shame. I would have liked to meet that lovely animal.”

“My son,” said the mother, “the animal that scared you was a rooster. He may look and sound scary, but he would never harm you. The other animal that you saw was a cat. She may look good and gentle, but she is no pal of ours. She would gladly eat you and your mice pals. In fact, she would have eaten you if you had not run away. So be thankful, my son, that you escaped with your life. Stay close to me and remember that things are not always what they seem to be.”

Drafting a Report

15 minutes



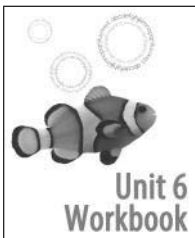
Worksheets 32.1, 33.5

Note: This lesson is a continuation of the writing lesson you started in the previous lesson. Have students start or continue writing the second paragraph of the report using their notes from Worksheet 32.1 to write their draft on Worksheet 33.5.

- Remind students that this page of notes is about the meaning of the words of “The Star-Spangled Banner” by Francis Scott Key.
- Ask students to tell you the features of a good paragraph. (topic and concluding sentence and supporting details) If they have not already done so, ask students to review their notes and then brainstorm a good topic sentence.
- Depending on your class, you may want to guide students step by step in creating the remainder of this paragraph, as you did in the previous lesson. Or, if all or some of your students are capable, you may want to encourage them to try writing the draft of the second paragraph on their own, while you circulate throughout the room, providing assistance as needed.

Editing a Report

25 minutes



Worksheets 29.1, 29.2, 31.1, 32.1, 33.5

- When students have finished writing a draft of the second paragraph, reconvene as a group, asking students to turn once again to Worksheet 29.1. Point out that students have now completed all steps and mini-steps for planning and drafting a report, and ask them to identify the next step. (**Edit**)
- Remind students that the first step in editing is to **Use editing checklist**. Have them take Worksheet 29.2 out of their Workbook for use later in the lesson.
- Returning to Worksheet 29.1, point out that there are still two blank spaces for two additional mini-steps under the editing step. Tell students that the second mini-step in editing is to **List References** at the end of the report. Have students write this step on Worksheet 29.1 while you write it on the chart.
- Have students refer to Worksheets 31.1 and 32.1 to identify these references. Tell students that it is customary at the end of a report for writers to list their references, by author and title. Explain and model the following bibliographic format on chart paper for students.

For a Reader chapter:

Name of the Reader (in italics), name of the chapter (in quotation marks)

Example:

The War of 1812, "Our National Anthem"

For a book:

Name of author (last name, first name), title of book (underlined)

Example:

Key, Francis, Our National Anthem

For Internet articles:

Name of author (last name, first name), title of article (in quotation marks)

Example:

Key, Francis, "My Favorite Song"

- Be sure to point out that it is customary to put the author's last name first. Also point out that the references are listed in alphabetical order.
- Have students copy these references at the very end of their draft report on Worksheet 33.5.
- Now tell students that the last mini-step in editing is to **Add Illustrations**. Have students write this mini-step on Worksheet 29.1 while you write it on the chart. Tell students that illustrations add interest to a report. Tell them that when they finish all other editing of their report, they can add an illustration or two.

Write a Research Paper

Plan

1. Choose a topic
2. Gather information
3. Read and take notes

Draft

4. Organize notes
5. Write paragraphs

Edit

6. Use editing checklist
7. List references
8. Add illustrations

- During the remaining time, pair students with a partner and suggest that they work together to assist each other in using Worksheet 29.2 to edit their drafts. Make sure students understand that they should edit the paragraphs on Worksheets 31.1 and 32.1.

Lesson 35

End-of-Year Assessment

✓ 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.

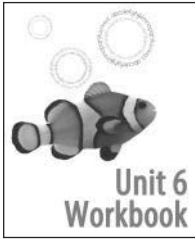
- ✓ **Plan, draft, and edit an informative/explanatory text that introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section (W.2.2)**
- ✓ **With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing (W.2.5)**
- ✓ **Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (SL.2.6)**

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Student Performance Task Assessment	End-of-Year Assessment: Optional Word Reading in Isolation Assessment, Section 3	Worksheets 33.3, 35.1, 35.2	30
Writing	Editing Reports and Writing a Final Copy for Publication	Worksheets 29.2, 33.4, 33.5, 35.3	30
Take-Home Material	Final Report; “Our National Anthem”; “Making Sense of Our National Anthem”	Worksheets 35.4, 35.5	

Note to Teacher

- The Optional Word Reading in Isolation Assessment, Section 3 is designed to assess a student’s ability to read words containing the spellings that were taught and reviewed in Grade 2. The emphasis in Section 3 is solely on decoding accuracy.
- Students who complete Section 2 of the assessment should also complete Section 3. As stated earlier, it would be ideal to assess all students in this section, but if there is a time restriction, assess only students who scored less than 80 W.C.P.M.
- The assessment sheet with words for students to read is at the end of this lesson. Ask students to tear out Worksheet 35.1 for you to use as a running record and scoring sheet.
- Keep in mind that a single word will target multiple letter-sound correspondences. For example, the word *phone* assesses the ‘ph’ spelling for /f/ and the ‘o_e’ spelling for /oe/ and the ‘n’ spelling for /n/.

10 End-of-Year Assessment: Optional Word Reading in Isolation Assessment, Section 3



Worksheets 33.3,
35.1, 35.2

- Have one student at a time come to a quiet assessment area to read the Word Reading in Isolation Assessment with you. Have that student bring Worksheets 35.1 and 35.2 with them.

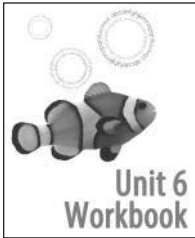
Instructions

- Find a quiet place to sit with the student. Place the Word Reading in Isolation Assessment (Worksheet 35.1) in front of the student, and ask him or her to read aloud the words on the sheet.
- If a student misreads a word, circle the part of the word that the student gets wrong or fails to read on Worksheet 35.2. Do not coach or correct the student. If the student is unable to read a word in five seconds, ask the student to move to the next word. If the student says a different word, write down the word he or she says. If the student self-corrects, do not mark the word wrong.
- Guidelines for analyzing student scores on the Optional Word Reading in Isolation Assessment are found at the end of this lesson.
- After you have entered all student scores into the Word Reading in Isolation Assessment Scoring Sheet (Worksheet 35.2), record them on the CKLA End-of-Year Summary Sheet (Worksheet 33.3) for each student.
- While you are administering the individual assessments, other students should complete their reports and engage in other independent activities which may include:
 - Rereading chapters of *The War of 1812* (or any of the Grade 2 CKLA Readers) with a partner.
 - Completing Pausing Point Worksheets.

Word Reading in Isolation Assessment, Section 3

Word Reading in Isolation Assessment					
1.	knee	shake	line	phone	accuse
2.	school	booked	cookie	shook	author
3.	auto	metal	emotion	actor	bird
4.	churn	burst	water	cowboy	shower
5.	sweater	unite	station	blue	uniform
6.	cue	athlete	daughter	sausage	faucet
7.	bounce	voice	awful	germ	paper
8.	mermaid	bark	torch	fetch	city
9.	pencil	choice	rinse	baby	raincoat
10.	afraid	clay	noble	echo	goes
11.	snow	oatmeal	spider	mighty	lie
12.	drying	reflex	repeat	bunnies	believe
13.	month	come	apple	nickel	appetite
14.	myth	key	also	orchard	taxi

Editing Reports and Writing a Final Copy for Publication



Worksheets 29.2,
33.4, 33.5, 35.3

- Have student partners continue using Worksheet 29.2 to complete the editing of Worksheets 33.4 and 33.5. Those students who have completed the report may reread chapters in *The War of 1812* or complete assigned Pausing Point worksheets.
- As you have time between assessments, briefly review students' checklists and paragraphs to identify any glaring errors and/omissions. Once you have reviewed these materials, return the drafts to students so that they can rewrite the report for final publication.
- While students are waiting for the return of their drafts, they may draw one or two appropriate illustration(s) for their report.
- Once students have completed their final report, use the Writing Rubric on Worksheet 35.3 to evaluate each student's work. As time permits, set aside a few minutes to meet with each student individually and provide feedback on his report.
- If time permits, allow students to share their reports with the class. They may especially enjoy talking about their illustrations. Remind them that Mr. Mowse is probably listening to find out the answers to the questions.

Take-Home Material

Final Report; "Our National Anthem"; "Making Sense of Our National Anthem"

- When finished, have students take home their final report to share with a family member. Ask them also to take Worksheets 35.4 and 35.5 to read to a family member.

Word Reading in Isolation Scoring Sheet

Word Reading in Isolation Scoring Sheet					
	a	b	c	d	e
1	knee	shake	line	phone	accuse
	/n/ /ee/	/sh/ /ae/ /k/	/l/ /ie/ /n/	/f/ /oe/ /n/	/ə/ /k/ • /k/ /ue/ /z/
2	school	booked	cookie	shook	author
	/s/ /k/ /oo/ /l/	/b/ /oo/ /k/ /t/	/k/ /oo/ /k/ • /ee/	/sh/ /oo/ /k/	/aw/ • /th/ /er/
3	auto	metal	emotion	actor	bird
	/aw/ • /t/ /oe/	/m/ /e/ /t/ • /ə/ /l/	/ee/ • /m/ /oe/ • /sh/ /ə/ /n/	/a/ /k/ • /t/ /er/	/b/ /er/ /d/
	digraph • open	closed • ə	open • open • ə	closed • r-controlled	digraph • r-controlled
4	churn	burst	water	cowboy	shower
	/ch/ /er/ /n/	/b/ /er/ /s/ /t/	/w/ /o/ /t/ • /er/	/k/ /ou/ • /b/ /oi/	/sh/ /ou/ • /er/
5	sweater	unite	station	blue	uniform
	/s/ /w/ /e/ /t/ • /er/	/ue/ • /n/ /ie/ /t/	/s/ /t/ /ae/ • /sh/ /ə/ /n/	/b/ /l/ /oo/	/ue/ • /n/ /i/ /f/ • /or/ /m/
	digraph • r-controlled	open • digraph	open • ə	digraph • digraph	open • closed • r-cont.
6	cue	athlete	daughter	sausage	faucet
	/k/ /ue/	/a/ /th/ • /l/ /ee/ /t/	/d/ /aw/ • /t/ /er/	/s/ /aw/ • /s/ /l/ /j/	/f/ /aw/ • /s/ /e/ /t/
7	bounce	choice	awful	germ	paper
	/b/ /ou/ /n/ /s/	/ch/ /oi/ /s/	/aw/ • /f/ /ə/ /l/	/j/ /er/ /m/	/p/ /ae/ • /p/ /er/
8	mermaid	bark	torch	fetch	city
	/m/ /er/ • /m/ /ae/ /d/	/b/ /ar/ /k/	/t/ /or/ /ch/	/f/ /e/ /ch/	/s/ /l/ /t/ • /ee/
	r-controlled • digraph				closed • open

Word Reading in Isolation Scoring Sheet

	a	b	c	d	e
9	pencil	voice	rinse	baby	raincoat
	/p/ /e/ /n/ • /s/ /ə/ /l/	/v/ /oi/ /s/	/r/ /i/ /n/ /s/	/b/ /æ/ • /b/ /ee/	/r/ /æ/ /n/ • /k/ /oe/ /t/
10	closed • ə	clay	noble	open • open	digraph • digraph
	afraid	/k/ /l/ /æ/	/n/ /oe/ • /b/ /ə/ /l/	echo	goes
11	ə • digraph		open • ə	closed • open	/g/ /oe/ /z/
	snow	oatmeal	spider	mighty	lie
12	/s/ /n/ /oe/	/oe/ /t/ • /m/ /ee/ /l/	/s/ /p/ /ie/ /d/ /er/	/m/ /ie/ • /t/ /ee/	/l/ /ie/
	drying	reflex	repeat	digraph • open	believe
13	/d/ /r/ /ie/ • /l/ /ng/	/r/ /ee/ • /f/ /l/ /e/ /x/	/r/ /ee/ • /p/ /ee/ /t/	bunnies	believe
	open • closed	open • closed	open • digraph	/b/ /u/ /n/ • /ee/ /z/	/b/ /ə/ • /l/ /ee/ /v/
14	month	come	apple	closed • digraph	ə • digraph
	/m/ /u/ /n/ /th/	/k/ /u/ /m/	/a/ /p/ • /ə/ /l/	nickel	appetite
14	myth	key	also	closed • ə	closed • ə • digraph
	/m/ /i/ /th/	/k/ /ee/	/aw/ /l/ • /s/ /oe/	orchard	taxi
			digraph • open	/or/ • /ch/ /er/ /d/	/t/ /a/ /x/ • /ee/
				r-controlled • r-cont.	closed • open

Word Reading in Isolation Analysis

- The more words a student is able to read and the farther the student is able to progress in the assessment, the stronger is his or her preparation for Grade 3.
- The number of words read correctly indicates the following:
 - Students who score **48 or fewer words out of 70** correctly have **minimal preparation** for Grade 3.
 - Students who score **49–59 out of 70 words** correctly have **adequate preparation** for Grade 3.
 - Students who score **60 out of 70 words** correctly have **outstanding preparation** for Grade 3.
- The previous sheet is also printed in the Workbook on Worksheet 35.2.
- After scoring the assessment, you might find it helpful to determine which phonemes students missed that caused them to score below the benchmark for word recognition. Note that one-syllable words are not included in the Syllabication Analysis.

Score required to meet benchmark of 80%					
Phonemes					
Consonants					135/168
/b/	/d/	/f/	/g/	/j/	
/k/	/l/	/m/	/n/	/p/	
/r/	/s/	/t/	/v/	/w/	
/x/	/z/	/ch/	/sh/	/th/	
/ng/					
Vowels (totals)					92/115
/a/	/e/	/i/	/o/	/u/	20/25
/ae/	/ee/	/ie/	/oe/	/ue/	36/44
/ə/	/oo/	/oo/	/aw/	/ou/	20/25
/oi/	/er/	/or/			17/21
Syllabication					
Closed Syllable/short					13/16
Open Syllable/long					15/18
Magic E and Digraph Syllable					19/23
R-Controlled Syllable					9/11
ə Syllable					10/12

- The following sheets are provided for your use in directing remediation.
- Write the names of students who missed questions under each header. This will help you determine what kind of remediation is needed.
- Refer to the Table of Contents in the *Assessment and Remediation Guide* to locate information about specific phonemes and syllabication for remediation purposes.

Word Reading in Isolation Remediation Guide

Phonemes—Consonants		
/b/ (2b, 3d, 4b, 4d, 5d, 7a, 8b, 9d, 9d, 10c, 12d, 12e)	/d/ (3e, 6c, 8a, 10a, 11c, 12a, 14d)	/f/ (1d, 5e, 6e, 7c, 8d, 10a, 12b)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/g/ (10e)	/j/ (6d, 7d)	/k/ (1b, 1e, 1e, 2a, 2b, 2c, 2c, 2d, 3d, 4d, 6a, 8bb, 9e, 10b, 10d, 13b, 13d, 14b)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/l/ (1c, 2a, 3b, 5d, 6b, 7c, 9a, 10b, 10c, 11b, 11e, 12b, 12e, 13c, 13d, 14c)	/m/ (3b, 3c, 5e, 7d, 8a, 8a, 11b, 11d, 13a, 13b, 14a)	/n/ (1a, 1c, 1d, 3c, 4a, 5b, 5c, 5e, 7a, 9a, 9c, 9e, 10c, 11a, 12d, 12d, 13a, 13d)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/p/ (7e, 7e, 9a, 11c, 12c, 13c, 13c, 13e, 13e)	/r/ (9c, 9e, 10a, 12a, 12b, 12c)	/s/ (2a, 4b, 5a, 5c, 6d, 6d, 6e, 7a, 7b, 8e, 9a, 9b, 9c, 11a, 11c, 14c)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/t/ 2b, 3a, 3b, 3d, 4b, 4c, 5a, 5b, 5c, 6b, 6c, 6e, 8c, 8e, 9e, 11b, 11d, 12c, 13e, 13e, 14e)	/v/ (9b, 12e)	/w/ (4c, 5a)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/x/ (12b, 14e)	/z/ (1e, 10e, 12d)	/ch/ (4a, 7b, 8c, 8d, 14d)
_____	_____	_____
_____	_____	_____
_____	_____	_____

/sh/ (1b, 2d, 3c, 4e, 5c)	/th/ (2e, 6b, 13a, 14a)	/ng/ (12a)
_____	_____	_____
_____	_____	_____
_____	_____	_____

Phonemes — Vowels		
/a/ (3d, 6b, 13c, 13e, 14e)	/e/ (3b, 5a, 6e, 8d, 9a, 10d, 12b)	/i/ (5e, 6d, 8e, 9c, 12a, 13d, 14a)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/o/ (4c)	/u/ (3c, 5c, 12d, 13a, 13b)	/ae/ (1b, 5c, 7e, 8a, 9d, 9e, 10a, 10b)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/ee/ (1a, 2c, 3c, 6b, 8c, 9d, 11b, 11d, 12b, 12c, 12c, 12d, 12e, 14b, 14e)	/ie/ (1c, 5b, 11c, 11d, 11e)	/oe/ (1d, 3a, 3c, 9e, 10c, 10d, 10e, 11a, 11b, 14c)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/ue/ (1e, 5b, 5e, 6a)	/ə/ (1e, 3b, 9a, 10a, 10c, 12e, 13c, 13d, 13e)	/oo/ (2a, 5d)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/oo/ (2b, 2c, 2d)	/aw/ (2e, 3a, 6c, 6d, 6e, 7c, 14c)	/ou/ (4d, 4e, 7a)
_____	_____	_____
_____	_____	_____
_____	_____	_____

/oi/ (4d, 7b, 9b)	/er/ (2e, 3d, 3e, 4a, 4b, 4c, 4e, 5a, 6c, 7d, 7e, 8a, 11c, 14d)	/or/ (5e, 8b, 8c, 14d)
_____	_____	_____
_____	_____	_____
_____	_____	_____

Syllabication (two- or three-syllable words only)		
Closed Syllables (3b, 3d, 4c, 5e, 6b, 6e, 8e, 9a, 10d, 12a, 12b, 12d, 13c, 13d, 13e, 14e)	Open Syllables (2c, 3a, 3c, 5b, 5c, 5e, 7e, 8e, 9d, 10c, 10d, 11c, 11d, 12a, 12b, 12c, 14c, 14e)	Magic E and Digraph Syllables (1e, 2c, 2e, 3a, 4d, 4e, 5a, 5b, 6b, 6c, 6d, 6e, 7c, 8a, 9e, 10a, 11b, 11d, 12c, 12d, 12e, 13e, 14c)
_____	_____	_____
_____	_____	_____
_____	_____	_____
R-Controlled Syllables (2e, 3d, 4c, 4e, 5a, 5e, 6c, 7e, 8a, 11c, 14d)	ə Syllables (1e, 3b, 3c, 5c, 7c, 9a, 10a, 10c, 12e, 13c, 13d, 13e)	
_____	_____	_____
_____	_____	_____
_____	_____	_____

Lesson 36

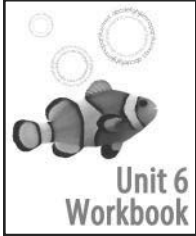
End-of-Year Assessment

✓ 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.

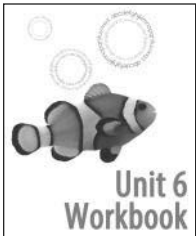
- ✓ **Plan, draft, and edit an informative/explanatory text that introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section (W.2.2)**
- ✓ **With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing (W.2.5)**

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Student Performance Task Assessment</i>	End of year Optional Fluency Assessment, Section 2; Optional Word Reading in Isolation Assessment, Section 3	Worksheets 33.1, 33.2, 33.3, 34.1, 35.1, 35.2	30
<i>Writing</i>	Editing Reports and Writing a Final Copy for Publication	Worksheets 29.2, 33.4, 33.5, 35.3	30
<i>Take-Home Material</i>	Final Report		*

10 End-of-year Optional Fluency Assessment, Section 2; Optional Word Reading in Isolation Assessment, Section 3

Worksheets 33.1, 33.2,
33.3, 34.1, 35.1, 35.2

- Continue administering the optional portions of the End-of-Year Assessment. Complete a CKLA End-of-Year Summary Sheet (Worksheet 33.3) for each student.
- Students who have completed the needed portions of the End-of-Year Assessment should complete the Research Paper or assigned Pausing Point Worksheets, or reread chapters in *The War of 1812*.

Writing**30 minutes****Editing Reports and Writing a Final Copy for Publication**

Worksheets 29.2,
33.4, 33.5, 35.3

- Have student partners continue using Worksheet 29.2 to complete the editing of Worksheets 33.4 and 33.5. Those students who have completed the report may reread chapters in *The War of 1812* or complete assigned Pausing Point worksheets.
- As you have time between assessments, briefly review students' checklists and paragraphs to identify any glaring errors and/omissions. Once you have reviewed these materials, return the drafts to students so that they can rewrite the report for final publication.
- While students are waiting for the return of their drafts, they may draw one or two appropriate illustrations for their report.
- Once students have completed their final report, use the Writing Rubric on Worksheet 35.3 to evaluate each student's work. As time permits, set aside a few minutes to meet with each student individually and provide feedback on his/her report.
- If time permits, allow students to share their reports with the class. They may especially enjoy talking about their illustrations. Remind them that Mr. Mowse is probably listening to find out the answers to the questions.

Take-Home Material**Final Report**

- When finished, have students take home their final report to share with a family member.

Unit 6 Pausing Point

Note to Teacher

This is the end of Unit 6. We recommend you select specific Pausing Point worksheets for individuals and/or groups of students on the basis of their performance on the assessments administered at the end of this unit. In addition, an optional partner reading lesson for Chapter 13, “Dolley Madison,” is included here.

Other Resources on the War of 1812

See pages 9–12 in the Introduction for a list of other online resources and trade books appropriate for Grade 2 students.

Overview of Pausing Point Worksheets

Letter-Sound Correspondence Worksheets

'ph' > /f/	Worksheets PP1, PP2
'ea' > /ee/ or /e/	Worksheet PP4
R-controlled vowels	Worksheet PP7
'ch' > /ch/ or /k/	Worksheet PP10
'i' > /ee/	Worksheet PP12
'a' > /o/ following /w/	Worksheet PP15
'a' > /o/, 'al' > /aw/	Worksheet PP17

Weekly Spelling Worksheets

Lessons 1–5	Worksheet PP3
Lessons 6–10	Worksheet PP5
Lessons 11–15	Worksheet PP9
Lesson 16–20	Worksheet PP13
Lessons 21–25	Worksheet PP14
Lessons 26–30	Worksheet PP16

Grammar

Verbs and Adverbs	Worksheet PP6
Complete or Incomplete Sentences	Worksheet PP8
Run-On Sentences	Worksheet PP11

Paragraph Writing

Lessons 27–31	Worksheets PP18, PP19
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Chapter 13: “Dolley Madison”

Pausing Point Lesson

Worksheet PP20

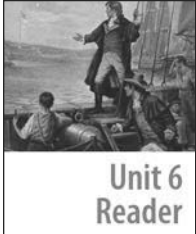
Glossary for The War of 1812

Take-Home Material

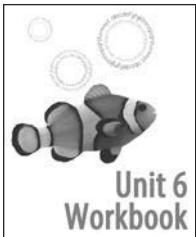
Worksheet PP21

Reading Time

30 minutes



Chapter 13



Worksheet 30.2

Partner Reading: “Dolley Madison”

- Tell students they will read the final chapter in the Reader with a partner. Group students with a partner, and ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Previewing the Vocabulary

- Preview specific vocabulary immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “Dolley Madison” is listed in bold print after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.

Vocabulary for “Dolley Madison”

1. **meeting hall**—an indoor space where many people can gather (**meeting halls**) (114)
2. **upbringing**—the way a child is raised (114)
3. **widow**—a woman whose husband has passed away (116)
4. **charming**—pleasing or delightful (118)
5. **hostess**—a woman who entertains guests at an event (118)
6. **diplomat**—a person who represents his or her country (**diplomats**) (118)
7. **distant**—far away (118)

- Be sure to call students’ attention to and discuss the images and captions accompanying the text, as they often reinforce understanding of the text.
- Assist students in decoding these words in the following way:
 - Write the vocabulary word on the board.
 - Divide the word into syllables.
 - Cover one syllable at a time with your hand and segment the word.
 - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.

- Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

Note: Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted.

1. meet | ing hall
2. up | bring | ing
3. wid | ow
4. charm | ing
5. host | ess
6. dip | lo | mat
7. dis | tant

Guided Reading Supports and Purpose for Reading

- Be sure to call students' attention to and discuss the images and captions accompanying the text, as they often reinforce understanding of the text.
- Also, call students' attention to the bolded vocabulary words in the chapter, noting that they are included in the glossary.
- Have partners take turns reading aloud (softly) as you circulate throughout the room.
- When students have finished reading, have them share comments about the chapter.

Wrap-Up

- Have students turn to Worksheet PP20 and complete it with their partner.
- When students have finished, go over the worksheet as a class.

Teacher Resources

Tens Conversion Chart

Number Correct

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	0	10																			
2	0	5	10																		
3	0	3	7	10																	
4	0	3	5	8	10																
5	0	2	4	6	8	10															
6	0	2	3	5	7	8	10														
7	0	1	3	4	6	7	9	10													
8	0	1	3	4	5	6	8	9	10												
9	0	1	2	3	4	6	7	8	9	10											
10	0	1	2	3	4	5	6	7	8	9	10										
11	0	1	2	3	4	5	5	6	7	8	9	10									
12	0	1	2	3	3	4	5	6	7	8	8	9	10								
13	0	1	2	2	3	4	5	5	6	7	8	8	9	10							
14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10						
15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10					
16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10				
17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10			
18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10		
19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	
20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10

Simply find the number of correct answers along the top of the chart and the total number of questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score. You may choose to use the Tens Recording Chart on the next page to provide an at-a-glance overview of student performance.

Tens Recording Chart

Use the following grid to record students' Tens scores. Refer to the previous page for the Tens Conversion Chart.

Name														

This template is for recording anecdotal notes about students' reading performance. You may wish to record things such as: (1) repeated trouble with specific sound-spelling correspondences; (2) difficulty with certain digraphs/letter teams; (3) inability to segment isolated words; and (4) progress with specific skills.

Anecdotal Reading Record

Week of: _____

Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:

Glossary for *The War of 1812*

A

anthem—an important song

army—a group of soldiers trained to fight on land

B

branch—one of three major parts of the government

British—people who are from Great Britain

C

Capitol—the building in Washington, D.C., where Congress meets

charge—to rush into (**charged**)

charming—pleasing or delightful

commander—a high-ranking officer in the military

D

declare war—to officially say that one country will start a war with another country (**declaring war**)

defeat—loss such as in a battle or contest

diplomat—a person who represents his or her country (**diplomats**)

distant—far away

document—an official or important paper

drape—curtain (**drapes**)

F

flee—to run away from danger

fort—a large building constructed to survive enemy attacks (**forts**)

G

gallantly—impressively

general—a high-ranking officer in the military

H

hail—to greet or see (**hailed**)

harbor—an area of calm, deep water near land, where ships can safely put down their anchors

heavy blow—a difficult loss to deal with

hickory—a tree with very hard wood

hostess—a woman who entertains guests at an event

I

imagine—to think or believe something

impressment—the state of being forced to serve in the British Navy (**impressed**)

inspired—wanted to do something

K

knotty—having many dark marks where branches once grew

M

mast—the tall pole on a ship to which the sails are attached (**masts**)

meeting hall—an indoor space where many people can gather (**meeting halls**)

merchant—a person who sells things (**merchants**)

monarchy—a government ruled by a king or queen (**monarchies**)

mortar—a type of cannon (**mortars**)

mouth—the place where a river enters the ocean

N

national—relating to a nation or country

navy—a group of soldiers trained to fight battles at sea on board ships

niece—the daughter of your brother or sister (**nieces**)

O

open fire—to shoot a weapon in order to start a fight or battle (**opened fire**)

oppose—to be against something (**opposed**)

orphan—a child whose parents are no longer alive

P

panic—to suddenly become very scared (**panicked**)

patriotic—having or showing support and love for your country

peace—a state of no war or fighting

perilous—dangerous

pile up—to collect (**piled up**)

pitch in—to help with (**pitched in**)

plank—a long, thick board (**planks**)

port—a place on the water near land, where ships load and unload cargo

proof—something showing that something else is true or correct

Q

Quaker—a person who belonged to the Quaker faith, also known as the “Religious Society of Friends.” During colonial times, Quakers did not wear fancy, colorful clothing. They also did not think it proper to dance or attend parties.

R

ragtag—disorganized and made up of many different types

rampart—the wall of a fort (**ramparts**)

ransacked—searched in order to steal and cause damage

rocket—a type of missile (**rockets**)

S

salute—to show respect (**saluting**)

soot—the black powder left behind when something burns

state dinner—a special dinner hosted by the president of the United States for important people (**state dinners**)

stitching—sewing (**stitched**)

streak—to move quickly (**streaking**)

string—a series

support the troops—to provide encouragement and sometimes food and supplies to soldiers

Supreme Court—the highest court of law in the United States

T

toast—to raise a glass and drink in honor of someone or something (**toasted**)

torch—a piece of wood that burns at one end (**torches**)

trader—someone who exchanges something to get something in return (**traders, traded, trading, trade**)

treaty—a formal agreement between countries

trunk—a large box or crate used to carry things

U

upbringing—the way a child is raised

U.S. Congress—the people elected to make laws for the United States

W

widow—a woman whose husband has passed away

Name _____

1.2

Read these words that have the /f/ sound spelled 'ph'. Then, circle the letters that stand for the /f/ sound in each word.

- (p)hone (p)hase g(raph) s(p)here
 d(olp)hin t(riump)h o(r)phan (p)hantom
 p(arag)raph alp)habet (p)h(otog)raph emp)hasize
 (p)hysical at(m)osphere (p)harmacy el(e)phant
 hom(o)phone tele)phone mic(ro)phone Jos(e)ph
 amp)hibian apo(stro)phe geog(r)aphy biog(r)aphy

Unit 6 3

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Fill in the Blanks

Use the best word from the box to complete each sentence.

photograph	homophones	amphibian	trophy
alphabet	paragraph	telephone	dolphin

- Philip answered the telephone.
- 'Z' is the last letter in the alphabet.
- Ralph saw a dolphin swimming in the sea.
- Sophie took this photograph of her sister with her camera.
- Stephanie wrote the first paragraph of the story.
- Randolph won a trophy.
- "Road" and "rode" are homophones.
- A frog can live on land or in the water. It is an amphibian.

Unit 6

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Name _____

1.3

Parts of Speech

For each sentence, circle the common noun; draw a box around the proper noun; draw an arrow from the adjective to the noun that it describes. Draw a wiggly line under the verb.

- Sisters Forever is a good film.
 1 1 1 1
- It will be a sunny day on Monday and Tuesday.
 2 1 1 1
- The class sang the patriotic tune, "Yankee Doodle."
 1 1 1 2
- King Henry wore a gold crown.
 1 1 1 1
- We planned a family trip to New York City for June and July.
 3 1 1 1
- Miss Andrews, our math teacher, lives on Duncan Street.
 2 1 1 1
- The older boys are at Rock Creek Park.
 1 1 1 1
- Jason ate a yummy hamburger at Smith's Burger House.
 2 1 1 1

Unit 6 5

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Draw a circle around the correct tense.

- The little cub will grow into a fierce lion. past present future
- Rachel looks at the menu. past present future
- Robert will remove the blue sheets from the bed. past present future
- I told the truth. past present future
- The boys formed three teams. past present future
- Dad will purchase a new jacket. past present future
- Sylvia ate a banana this morning. past present future
- Janet rides the bus home every day. past present future
- Matt enjoyed the show. past present future
- Tim caught a fly ball at the baseball game. past present future

Unit 6

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Name _____

1.4

Alphabetize Words



Read the words in the box aloud to a family member. When there are two words that start with the same letter, underline the second letter in each word. Then, write the words in alphabetical order.

noise night kneel wrinkle ripple	ferret whistle window western jungle
1. <u>k</u> neel	1. <u>f</u> erret
2. <u>n</u> ight	2. <u>j</u> ungle
3. <u>n</u> oise	3. <u>w</u> estern
4. <u>r</u> ipple	4. <u>w</u> histle
5. <u>w</u> rinkle	5. <u>w</u> indow
jolly ginger gentle margin photo	dolphin graph finish traffic Britain
1. <u>g</u> entle	1. <u>B</u> ritain
2. <u>g</u> inger	2. <u>d</u> olphin
3. <u>j</u> olly	3. <u>f</u> inish
4. <u>m</u> argin	4. <u>g</u> raph
5. <u>p</u> hoto	5. <u>t</u> raffic

Unit 6 7

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Name _____

2.2

Sound Comparison

Do the bolded letters stand for the same sound? Write *yes* or *no*.

1. trophy funny yes _____
2. **k**nock kettle no _____
3. **s**phere **s**pear no _____
4. **w**hen witch yes _____
5. traffic orphan yes _____
6. **n**ickel **k**not yes _____
7. **p**hone pane no _____
8. **g**raph group no _____
9. **w**rite **w**hen no _____
10. **w**rong right yes _____

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Fill in the Blanks

Use the best word from the box to complete each sentence.

gopher	trophy	graph	paragraph	write
wrap	wrist	wren	knee	knife

1. Would you help me wrap the gift for Dad?
2. I won a trophy at the spelling bee.
3. A gopher is a small animal that lives in underground holes.
4. Could I use the knife to cut the cake?
5. Will you write a thank you note to Grandma?
6. He broke his wrist when he fell while skating.
7. Our teacher wants us to write a paragraph about the War of 1812.
8. In math, we are learning to read a bar graph.
9. A small wren flew by the window.
10. Did you scrape your knee when your leg got caught in the rosebush?

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Name _____

2.3

Practice 'ph'



Use the words in the word box and the clues to complete the crossword puzzle.

phone	dolphin	alphabet	sphere	orphan
gopher	graph	photo	asphalt	hyphen

Across

3. A bar _____
5. A cell _____
7. A child whose parents are no longer alive
8. Your ABCs
9. Round ball
10. Little tiny line between words (e.g., Smith-Jones)

Down

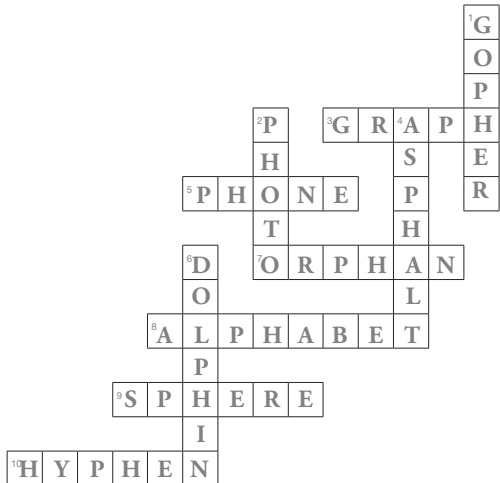
1. Small burrowing animal
2. Another word for a picture taken with a camera
4. Another word for pavement
6. Mammal that swims in the sea

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2.3

Continued



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Name _____

3.1

Fill in the Blanks

Use the best word from the box to complete each sentence.

thread	spread	meant	dead	bread
breakfast	feather	dread	head	lead

1. Would you spread butter on the toast?
2. I meant to pick up the paper but I forgot it.
3. It has been a very dry summer with little rain, so some of the plants in the garden are dead.
4. My head is hurting from the loud noise.
5. I like bread and jam for a snack.
6. My mom fixed the rip in my pants with a needle and thread.
7. Most people dread going to the dentist.
8. Do you like eggs and bacon for breakfast?
9. I found the feather of a bird outside next to a nest.
10. The pipes were made of lead.

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Name _____

3.2



Fiction or Nonfiction?

Based on what you have learned about fiction and nonfiction, decide whether the following titles are more likely to be fiction or nonfiction. Circle "Fiction" or "Nonfiction" for each title.

1. *The True Book of Bird Facts* Fiction / Nonfiction
2. *Fluffy the Bunny Rabbit Visits the City* Fiction / Nonfiction
3. *The Biography of James Madison* Fiction / Nonfiction
4. *The History of the United States* Fiction / Nonfiction
5. *The Cat Bandit* Fiction / Nonfiction
6. *Mary's Little Lamb Goes to School* Fiction / Nonfiction
7. *The Atlas of South American Countries* Fiction / Nonfiction
8. *Sir Gus* Fiction / Nonfiction
9. *The Three Little Pigs* Fiction / Nonfiction
10. *The Solar System* Fiction / Nonfiction

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Name _____

5.2

Trouble with the British

1. Who was the president of the United States in 1812?
 - A. George Washington
 - B. James Madison
 - C. Napoleon
 Page 12
2. Why were many Americans angry with the British in 1812?
 - A. The British forced some American men to serve in the British Navy.
 - B. The British forced some French men to serve in the British Navy.
 - C. The British forced some Native Americans to serve in the British Navy.
 Page 18
3. What is another reason many Americans were angry with the British in 1812?
 - A. The British were trading with the French.
 - B. The British were trading with the Spanish.
 - C. The British were trading with Native Americans.
 Page 20

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4. Which part of North America was still controlled by the British in 1812?

- A. the United States
- B. Mexico
- C. Canada

Page 22

5. Which country was already fighting a war with Great Britain in 1812?

- A. France
- B. Spain
- C. Germany

Page 14

Name _____

6.1

Trouble with the British

1. What did President Madison have to think long and hard about?
 - A. President Madison had to think long and hard about whether he wanted to still be president.
 - B. President Madison had to think long and hard about declaring war.
 - C. President Madison had to think long and hard about impressing British sailors in the U. S. Navy.

Page 22

2. The Americans had problems with _____.
 - A. people in Africa
 - B. soldiers in the army
 - C. both the French and the British

Page 16

3. How did Americans feel when they read stories about men taken by the British?
 - A. angry
 - B. sad
 - C. happy

Page 18

4. In 1812, most Americans were what?
 - A. Most Americans were sailors.
 - B. Most Americans were soldiers.
 - C. Most Americans were farmers.

Page 20

Name _____

6.4

Alphabetize Words



Read the words in the box aloud to a family member. When there are two words that start with the same letter, underline the second letter in each word. Then write the words in alphabetical order.

after barber camera difference birthday	swirling thirteen chirping burden furnace
1. <u>a</u> fter	1. <u>b</u> urden
2. <u>b</u> arber	2. <u>c</u> hirping
3. <u>b</u> irthday	3. <u>f</u> urnace
4. <u>c</u> amera	4. <u>s</u> wirling
5. <u>d</u> ifference	5. <u>t</u> hirteen
hamburger turtle marker parcel ramparts	safari after informer organize perform
1. <u>h</u> amburger	1. <u>a</u> fter
2. <u>m</u> arker	2. <u>i</u> nformer
3. <u>p</u> arcel	3. <u>o</u> rganize
4. <u>r</u> amparts	4. <u>p</u> erform
5. <u>t</u> urtle	5. <u>s</u> afari

Name _____

7.1

Verbs and Adverbs

Read each sentence and put a wiggly line under the verb and a triangle around each adverb. Then, draw an arrow from the adverb to the verb it describes.

1. Jane swims fast.
2. Mom bakes well.
3. They battled bravely.
4. Dogs barked loudly.
5. He prints his letters neatly.
6. The cat landed gently.
7. He ran quickly.
8. She sat still.
9. We are dinner silently.
10. Dan tiptoed lightly down the stairs.

In each box there are three adverbs. Pick one and write a sentence using it.

1. quickly slowly loudly

Answers may vary.

2. well badly quietly

Answers may vary.

3. rarely never always

Answers may vary.

Name _____

8.1

Bubble the Sound

Read each word. Then, fill in the bubble for the sound the underlined letters stand for. Hint: Follow your ear, not your eye.

1. farmer /at/ as in car /or/ as in for /et/ as in her

2. snorting /at/ as in car /or/ as in for /et/ as in her

3. beggar /at/ as in car /or/ as in for /et/ as in her

4. favor /at/ as in car /or/ as in for /et/ as in her

5. corner /at/ as in car /or/ as in for /et/ as in her

6. effort /at/ as in car /or/ as in for /et/ as in her

7. custard /at/ as in car /or/ as in for /et/ as in her

8. army /at/ as in car /or/ as in for /et/ as in her

9. blizzard /at/ as in car /or/ as in for /et/ as in her

10. alligator /at/ as in car /or/ as in for /et/ as in her

Name _____

8.3

Fill in the Blanks



Use the best word from the box to complete each sentence.

dollar	actor	color	history	doctor
polar	calendar	lizard	wizard	mustard

- I would like mustard, not ketchup, on my hot dog.
- May I have a dollar to buy candy?
- Do I have to get a shot when I go to the doctor?
- I like the color red.
- Are all polar bears white?
- My teacher puts up a new calendar each month.
- John is an actor in the school play.
- The War of 1812* is a history book.
- The lizard sat in the sun on a rock.
- A wizard can cast a spell.

Name _____

9.1

The War Hawks

If a statement is correct, write "true" on the line. If a statement is not correct, write "false" on the line. Also write the page number.

- Most American merchants and traders wanted to declare war on Great Britain. false
Page 24
- Many Americans who lived in western states wanted to declare war on Great Britain. true
Page 26
- Americans who were angry at the British and wanted a war were called War Hawks. true
Page 26
- In 1812, a merchant was the president of the United States. false
Page 24
- In 1812, the size of the United States was the same as it is today. false
Page 27

Name _____

10.2

Subject and Predicate

Make the following incomplete sentences complete by adding a predicate to each subject. Then, draw one line under the subject and two lines under the predicate.

1. The dog Answers may vary.
2. The jealous boy Answers may vary.
3. The powerful queen Answers may vary.
4. The angry crowd Answers may vary.
5. My mother Answers may vary.
6. You Answers may vary.
7. I Answers may vary.

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Make the following incomplete sentences complete by adding a subject to each predicate. Then, draw one line under each subject and two lines under each predicate.

1. Answers may vary. took a long, hot shower.
2. Answers may vary. annoyed me.
3. Answers may vary. is a loyal pal.
4. Answers may vary. plowed the field.
5. Answers may vary. won the race.
6. Answers may vary. reminded me to get my jacket.
7. Answers may vary. drank the ice tea.
8. Answers may vary. will be in the play.

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Name _____

11.1

The War Starts

If a statement is true, write "true" on the line. If a statement is false, write "false" on the line. Also write the page number.

1. On June 18, 1812, the United States declared war on Great Britain. true
Page 30
2. In 1812, the British were already at war with France, so they could only send some of their troops to fight the United States. true
Page 30
3. At the start of the war, most people thought the United States would defeat the British easily. false
Page 32
4. A monarchy is a nation that is ruled by a king or queen. true
Page 32
5. In 1812, the United States was a monarchy. false
Page 32
6. In 1812, most of the nations of Europe were ruled by presidents who were elected and served for four years. false
Page 32

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7. In 1812, the United States had a large army and a very powerful navy. false
Page 34
8. At the beginning of the war, the U.S. Army attacked the British in Canada and won all of its battles there. false
Page 34

Number these events in the order that they happened.

- 5 Today, the United States is a strong nation.
- 4 The U.S. Navy beat the British in a number of naval battles.
- 1 George Washington set up the first U.S. Navy.
- 3 President Madison asked farmers to join the army.
- 2 On June 18, 1812, the United States declared war on Great Britain.

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Name _____

11.3

Tricky Spelling 'ch'

Read the words aloud with your class.

In most words, the letters 'ch' stand for the /ch/ sound:

chin	chop	cheap	chore
chest	lunch	branch	change

However, in some words, the letters 'ch' stand for the /k/ sound:

school	Chris	chorus	stomach
anchor	echo	monarch	orchid
chemical	chemistry	chemist	character
mechanic	orchestra	architect	technical

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Fill in the Blanks

Use the best word from the box to complete each sentence.

School	stomach	monarchy	anchor
chemist	architect	orchestra	echo

- Chris is in tenth grade at East Side High school.
- A person who mixes chemicals is called a chemist.
- Christina shouted into the cave and her voice came back as an echo.
- A person who draws plans for houses and buildings is called an architect.
- Zachary plays the violin in the symphony orchestra.
- This food is awful! I think I may be sick to my stomach.
- A country ruled by a king is called a monarchy.
- The man tossed the anchor into the water.

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Name _____

11.5

Alphabetize Words



Read the words in the box aloud to a family member. When there are two words that start with the same letter, underline the second letter in each word. Then, write the words in alphabetical order.

change action cottage addition caption	fudge fraction range revenge attention
1. <u>action</u>	1. <u>attention</u>
2. <u>addition</u>	2. <u>fraction</u>
3. <u>caption</u>	3. <u>fudge</u>
4. <u>change</u>	4. <u>range</u>
5. <u>cottage</u>	5. <u>revenge</u>
large judge huge nation locomotion	nudge direction stations option Europe
1. <u>huge</u>	1. <u>direction</u>
2. <u>judge</u>	2. <u>Europe</u>
3. <u>large</u>	3. <u>nudge</u>
4. <u>locomotion</u>	4. <u>option</u>
5. <u>nation</u>	5. <u>stations</u>

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Name _____

12.1

Run-On Sentences

Change each run-on sentence into two sentences, adding correct capitalization and punctuation.

- The flower is pink it has six petals.
The flower is pink. It has six petals.
- The boy is eating an oyster the oyster is big.
The boy is eating an oyster. The oyster is big.
- Joyce enjoys eating fish Roy enjoys eating steak.
Joyce enjoys eating fish. Roy enjoys eating steak.
- The town is far away it is forty miles from here.
The town is far away. It is forty miles from here.
- A cow is an animal an owl is an animal, too.
A cow is an animal. An owl is an animal, too.

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Correct each run-on sentence by combining and rewriting it into one sentence.

6. The crowd is loud the crowd is angry.

The crowd is loud and angry.

7. The clown rode the bike it was red.

The clown rode the red bike.

8. I think cookies taste good I think cupcakes taste good.

I think cookies and cupcakes taste good.

Name _____

12.2



Run-On Sentences

Rewrite each run-on sentence as two separate sentences, adding the correct punctuation and capitalization.

Example: Do not push it do not pull it.

Do not push it.

Do not pull it.

1. I ate a handful of candy it was good.

I ate a handful of candy. It was good.

2. Andrew broke the computer the computer will not start.

Andrew broke the computer. The computer will not start.

3. The suitcase is full there is no room for your gown.

The suitcase is full. There is no room for your gown.

4. We went to lunch on Tuesday we'll go again on Friday.

We went to lunch on Tuesday. We'll go again on Friday.

5. The group wanted pasta I wanted fish.

The group wanted pasta. I wanted fish.

Correct each run-on sentence by combining and rewriting it into one sentence.

Example: The stew is hot the stew is spicy.

The stew is hot and spicy.

1. Julia found a clue it was the last clue.

Julia found the last clue.

2. There is a nest in the bush it is a cuckoo's nest.

There is a cuckoo's nest in the bush.

3. The dog is brown he is big.

The big dog is brown.

Name _____

13.1

Tricky Spelling 'i'

Write the word in each sentence that has the tricky spelling 'i' sounded /i/ under *it*, the word that has the tricky spelling 'i' sounded /ie/ under *driver*, or the word that has the tricky spelling 'i' sounded /ee/ under *ski*.

i	→ /i/	it	fish	his
	→ /ie/	driver	find	writer
	→ /ee/	ski	taxi	easier

	/i/ as in <i>it</i>	/ie/ as in <i>driver</i>	/ee/ as in <i>ski</i>
1. My mom plays the piano.			piano
2. I like pepperoni pizza.			pepperoni pizza
3. Instead of being mean, be kind.		kind	
4. Curious means to want to know.			curious
5. Rub some sunblock on your skin.	skin		
6. My dad was furious when the glass broke.			furious
7. I do not like beans in chili.			chili

	/i/ as in <i>it</i>	/iɛ/ as in <i>driver</i>	/ee/ as in <i>ski</i>
8. The huge waves tossed the ship.	ship		
9. At the zoo, we saw a tiger.		tiger	
10. Do you like spaghetti noodles?			spaghetti
11. The lettuce is crisp.	crisp		
12. They play that song on the radio.			radio

Name _____

14.1

A Famous Ship

- What is the USS *Constitution*?
 - The USS *Constitution* is a ship used in the War of 1812.
 - The USS *Constitution* is a document that lays out the laws of the United States.
 - The USS *Constitution* is a famous building.
 Page 38
- What is the Constitution?
 - The Constitution is a ship used in the War of 1812.
 - The Constitution is a document that lays out the laws of the United States.
 - The Constitution is a famous building.
 Page 40
- What nickname was the USS *Constitution* given?
 - “Old Glory”
 - “Old Ironsides”
 - “Old Hickory”
 Page 44

- Which sentence best describes the later history of the USS *Constitution*?
 - The USS *Constitution* fought six more battles and won three of them.
 - The USS *Constitution* fought ten more battles but was beaten in the tenth.
 - The USS *Constitution* fought more than twenty battles and was never defeated.
 Page 44
- If you wanted to see the USS *Constitution* today, where would you need to go?
 - Boston
 - New York
 - Washington, D.C.
 Page 45

Name _____

14.2

Fill in the Blanks

Use the best word from the box to complete each sentence.

igloo	media	item	impossible	chilly	chili
medium	violin	piano	curious	spaghetti	India

- Mom made chili beans and rice for supper.
- The strings on a violin are hard to hold down.
- I need to practice before my piano lesson.
- My teacher says that I am very curious because I ask lots of questions and like to learn about new things.
- I like spaghetti and meatballs best of all.
- An igloo is a kind of home made of ice.
- I needed my coat, as it was a chilly spring day.
- It is impossible to travel in time.
- We have one item too many for the quick checkout line at the grocery store.

10. I need a medium size shirt, not a small size.
11. India is the name of a country.
12. The news media reported on the recent election results.

Name _____

14.4



Mixed Practice

Dear Family Member,

Please have your child:

1. Read aloud all of the words in the box.
2. Read aloud all of the sentences.
3. Then, ask your child to fill in the missing word in each sentence.

Remind your child to read the sentences again to make sure the words he/she has written make sense.

pizza	taxi	phone	polar	dollar	color
alphabet	head	bread	author	thread	school

1. I go to school every day.
2. Can you sing the alphabet song?
3. We must take a taxi to the airport.
4. I need a needle and thread to fix your pants.
5. Mom lost her cell phone.
6. I need a hat for my head.
7. The author writes books.

pizza	taxi	phone	polar	dollar	color
alphabet	head	bread	author	thread	school

8. I like pepperoni pizza best of all.
9. Could I have a dollar to purchase some candy?
10. I like to eat bread and butter with spaghetti.
11. The polar bear lives at the North Pole.
12. What color are your eyes?

Name _____

15.2

The Attack on Washington, D.C.

The sentences below are in the wrong order. Use the numbers 1–5 to put them in the right order.

- 5 Dolley Madison ran out the door of the President's House to safety.
- 1 President Madison ordered some soldiers to stay at the President's House to protect Mrs. Madison.
- 4 Dolley Madison ordered slaves and servants to cut the painting of George Washington out of its frame.
- 3 The U.S. Army was defeated by the British outside of Washington, D.C.
- 2 President Madison jumped on his horse and rode off to support the troops.

Name _____

17.2

Same or Different?

Write "same" if the underlined letters stand for the same sound. Write "different" if the letters stand for different sounds.

- | | | | |
|-----|-----------------------|-------------------|-------------------|
| 1. | stamp <u>e</u> d | re <u>v</u> eal | <u>s</u> ame |
| 2. | inc <u>r</u> ease | inst <u>e</u> ad | <u>d</u> ifferent |
| 3. | ch <u>a</u> racter | ch <u>u</u> rch | <u>d</u> ifferent |
| 4. | act <u>o</u> r | bur <u>p</u> | <u>s</u> ame |
| 5. | Jose <u>p</u> h | Fr <u>a</u> nk | <u>s</u> ame |
| 6. | coll <u>a</u> r | har <u>b</u> or | <u>d</u> ifferent |
| 7. | jeal <u>o</u> us | mead <u>o</u> w | <u>s</u> ame |
| 8. | slipp <u>e</u> ry | reas <u>o</u> n | <u>s</u> ame |
| 9. | squ <u>i</u> rrel | doll <u>a</u> r | <u>s</u> ame |
| 10. | ch <u>i</u> mney | stom <u>a</u> ch | <u>d</u> ifferent |
| 11. | st <u>u</u> ffy | tr <u>i</u> umph | <u>s</u> ame |
| 12. | st <u>e</u> ady | leath <u>e</u> r | <u>s</u> ame |
| 13. | kind <u>e</u> rgarten | pol <u>a</u> r | <u>d</u> ifferent |
| 14. | arm <u>o</u> r | pop <u>c</u> orn | <u>d</u> ifferent |
| 15. | br <u>e</u> ad | heal <u>t</u> h | <u>s</u> ame |
| 16. | hic <u>c</u> up | ech <u>o</u> | <u>s</u> ame |
| 17. | asp <u>i</u> rin | alph <u>a</u> bet | <u>d</u> ifferent |
| 18. | rep <u>e</u> at | heav <u>e</u> n | <u>d</u> ifferent |

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Name _____

17.3

Verbs and Adverbs

Read each sentence and put a wiggly line under the verb and a triangle around each adverb. Then, draw an arrow from the adverb, pointing to the verb it modifies.

- Mark runs quickly. (wavy line under runs, triangle around quickly, arrow from quickly to runs)
- Trish sang sweetly. (wavy line under sang, triangle around sweetly, arrow from sweetly to sang)
- The team played nicely in the last game. (wavy line under played, triangle around nicely, arrow from nicely to played)
- The rain fell gently. (wavy line under fell, triangle around gently, arrow from gently to fell)
- The thunder cracked loudly. (wavy line under cracked, triangle around loudly, arrow from loudly to cracked)
- We ate our dinner hurriedly. (wavy line under ate, triangle around hurriedly, arrow from hurriedly to ate)
- She colors neatly. (wavy line under colors, triangle around neatly, arrow from neatly to colors)
- Kim smoothly skated around the rink. (wavy line under smoothly, triangle around skated, arrow from skated to smoothly)
- The puppy snored loudly. (wavy line under snored, triangle around loudly, arrow from loudly to snored)
- The car slowly turned at the corner. (wavy line under slowly, triangle around turned, arrow from turned to slowly)

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Name _____

17.5

Run-On Sentences



Correct the run-on sentences. You may either rewrite the run-on sentence as two separate sentences with the correct punctuation and capitalization, or you may combine the ideas of the run-on sentence to create one sentence.

- Madison scowled Dennis scowled
Madison and Dennis scowled.
OR Madison scowled. Dennis scowled.
- The teacher smiled the students smiled
The teacher and students smiled.
OR The teacher smiled. The students smiled.
- The crows flew away the doves flew away
The crows and doves flew away.
OR The crows flew away. The doves flew away.
- Her attitude improved her performance improved
Her attitude and performance improved.
OR Her attitude improved. Her performance improved.

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- The kids enjoyed it the adults enjoyed it
The kids and the adults enjoyed it.
OR The kids enjoyed it. The adults enjoyed it.

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Name _____

18.1

The Burning of Washington, D.C.

1. What city did the U.S. Army burn?
- A. York, New York
 - B. York, Canada
 - C. Washington, D.C.

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2. What city did the British Army burn?
- A. York, New York
 - B. York, Canada
 - C. Washington, D.C.

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3. What did the British soldiers do while they were in the President's House?
- A. The soldiers set the Capitol on fire.
 - B. The soldiers ate the food.
 - C. The soldiers took the painting of George Washington.

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4. What are some things that the British soldiers stole from the President's House?
- A. spoons and forks
 - B. the picture of George Washington
 - C. the Capitol door

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Name _____

20.2

The Attack on Baltimore

1. What was Fort McHenry?
- A. Fort McHenry was a large fort that protected York.
 - B. Fort McHenry was a large fort that protected Baltimore.
 - C. Fort McHenry was a large fort that protected Washington, D.C.

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2. Why did the Americans sink their ships in Baltimore harbor?
- A. They sunk their ships to keep the British ships from getting too close.
 - B. They sunk their ships to keep the British Navy from stealing them.
 - C. They sunk their ships to make the British Navy think that they were giving up.

Page 62

3. What did the soldiers in Fort McHenry ask Mary Pickersgill to make?
- A. They asked her to make a pie.
 - B. They asked her to make a flag.
 - C. They asked her to make a ship.

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4. What happened when the British Army attacked Baltimore by land?
- A. The U.S. Army stopped them.
 - B. The American commander was killed.
 - C. The British defeated the U. S. Army and entered Baltimore.

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5. Why are there fifty stars on the U.S. flag today?

Each star stands for one of the fifty states.

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6. What do the thirteen stripes on the U.S. flag stand for?

Each stripe stands for one of the thirteen original colonies.

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Name _____

21.1

Francis Scott Key and the National Anthem

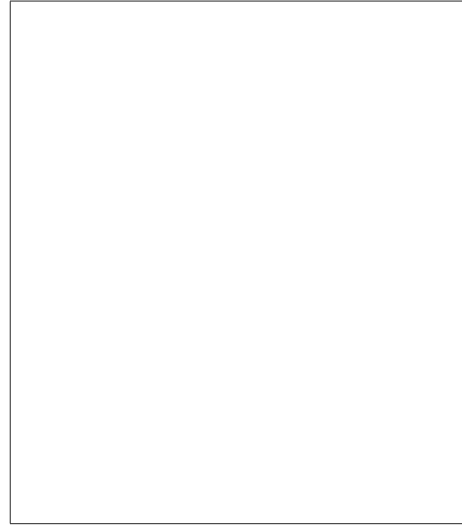
If a statement is true, write "true" on the line. If a statement is false, write "false" on the line. Write the page number where you found the answer.

- British ships opened fire on Fort McHenry on June 13, 1913.
false
Page 70
- The soldiers in Fort McHenry fired back at the British ships and sank ten of them. false
Page 70
- The guns in Fort McHenry were so old that they could not hit the British ships. true
Page 70
- In the end, the troops in Fort McHenry had to give up and take down the U.S. flag. false
Page 74
- Francis Scott Key was an American soldier. false
Page 72

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- Francis Scott Key wrote a poem about the attack on Fort McHenry.
true
Page 76
- Make a drawing of the attack on Fort McHenry.



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Name _____

21.3

Find the Secret Message!

Find the hidden message by completing each sentence with a word from the box. Then match the numbers to the letters to reveal a secret message just for you!

alphabet	phone	head	bread	polar
dollar	harbor	color	ski	piano
anchor	school	animal	April	fossil
pencil	about	camel	China	nation

- I dug up a very old F O S S I L that had a leaf imprint on it. ₁
- Can you sing the A L P H A B E T song? ₃
- May I use your cell P H O N E to make a call? ₁₂
- The N A T I O N of the United States is located on the continent of North America. ₆
- A person might ride a C A M E L in the desert to get from one place to another. ₉
- Do you have a favorite A N I M A L that you would like as a pet? ₁₄

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alphabet	phone	head	bread	polar
dollar	harbor	color	ski	piano
anchor	school	animal	April	fossil
pencil	about	camel	China	nation

- I need to take some medicine for my H E A D ache. ₅
- May I have a D O L L A R to buy a toy? ₈
- Are you learning to play the P I A N O by taking lessons? ₇
- I would like to learn A B O U T animals that live at the North Pole. _{2, 17, 10}
- I will write a report for my class at S C H O O L about the animals at the North Pole. ₁₁
- I will use my paper and P E N C I L for notes. ₁₆
- Do you think there will be snow so we can S K I? ₂₀
- Did you know that a P O L A R bear is all white? ₄

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Name _____

21.3

Continued

alphabet	phone	head	bread	polar
dollar	harbor	color	ski	piano
anchor	school	animal	April	fossil
pencil	about	camel	China	nation

15. I think the C O L O R of the animals' fur at the North Pole helps them survive.
13, 18
16. A ship drops its A N C H O R when it wants to stay in one place.
15
17. Long ago on ships, sailors ate a kind of hard B R E A D called hardtack.
19
18. Often ships would leave in the month of A P R I L and not arrive until June.
16

Y O U A R E
1 2 3 4 5

G O O D A T
6 7 8 9 10

S O L v I N G
11 12 13 14 15

P U zz L E S !
16 17 18 19 20

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Name _____

21.5

Alphabetize Words



Read the words in the box aloud to a family member. When there are two words that start with the same letter, underline the second letter in each word. Then, write the words in alphabetical order.

poem harbor flag stripe ship	bomb commander giant McHenry brave
1. <u>flag</u>	1. <u>bomb</u>
2. <u>harbor</u>	2. <u>brave</u>
3. <u>poem</u>	3. <u>commander</u>
4. <u>ship</u>	4. <u>giant</u>
5. <u>stripe</u>	5. <u>McHenry</u>
ransacked anthem dawn rockets White House	construct burned fifteen ports stitching
1. <u>anthem</u>	1. <u>burned</u>
2. <u>dawn</u>	2. <u>construct</u>
3. <u>ransacked</u>	3. <u>fifteen</u>
4. <u>rockets</u>	4. <u>ports</u>
5. <u>White House</u>	5. <u>stitching</u>

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Name _____

22.1

Topic Sentences

Draw a box around the topic sentence of each paragraph.

Cookies are the best treat. They are very sweet and very tasty. Also, there are lots of different yummy flavors of cookies. If you get tired of one kind of cookie, you can always try another kind. I can't think of one thing that's bad about cookies.

Joyce is not good at singing. When she sings, she can never seem to hit the right notes. If she is supposed to sing high, Joyce sings low. If she is supposed to sing low, Joyce sings high. Even Joyce's dog runs away when she sings!

Hugo is good at drawing. In fact, he once won a drawing contest. Hugo drew a car for the contest, but he can draw all sorts of things. If you ask Hugo to draw an animal or a person or a plant, his drawing will look just like the real thing. He is the best artist I know.

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Name _____

22.3

Find the Secret Message!

Find the hidden message by completing each sentence with a word from the box. Then match the numbers to the letters to reveal a secret message just for you!

spaghetti	cafeteria	broccoli	salami	kiwi
lollipop	chili	Italian	zucchini	pizza

1. We had lunch in the C A F E T E R I A.
6 3 8
2. There were many kinds of food, but I like I T A L I A N best of all.
9 10
3. I could not decide between S P A G H E T T I noodles or a slice of P I Z Z A.
5 4
4. Then I saw the S A L A M I and cheese sub.
11
5. Maybe I should have the fruit and veggie plate with B R O C C O L I, Z U C C H I N I, and K I W I.
2 1

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spaghetti	cafeteria	broccoli	salami	kiwi
lollipop	chili	Italian	zucchini	pizza

6. It was all too much to choose. So I just had a bowl of C H I L I and crackers.

7. Then I had a grape L O L L I P O P for dessert.

W 1	H 2	A 4	T 9		
	A 11	N 10			
E 3	F 6	F 6	O 7	R 8	T 5

Name _____

23.1

Andrew Jackson

Answer each question with a complete sentence.

1. Why was New Orleans an important city in 1814?

It was an important, big port at the mouth of the Mississippi River, where goods were sold and traded.

2. Who led the U.S. Army that was sent to defend New Orleans?

Andrew Jackson led the U.S. Army that was sent to defend New Orleans.

3. Why did Andrew Jackson dislike the British?

He had been taken prisoner by the British during the Revolution and was treated badly.

4. Why was Andrew Jackson nicknamed "Old Hickory"?

He was as strong as a knotty old piece of hickory.

5. Who did Andrew Jackson ask to join his army?

He asked farmers, free African Americans, Native Americans, and even pirates.

Name _____

23.2

Alphabetize Words

Place the words from the box in alphabetical order on the lines below.

music	cat	matches	copper	meatball
cute	city	motion	mighty	cell

1. cat

2. cell

3. city

4. copper

5. cute

6. matches

7. meatball

8. mighty

9. motion

10. music

Name _____

23.5



Review 'tion' and 'le'

Use the clues to find the words from the box and solve the puzzle. Hint: You will not use all of the words in the word box.

lotion	puzzle	wiggle	eagle	travel
single	station	nickel	vacation	apple

Across

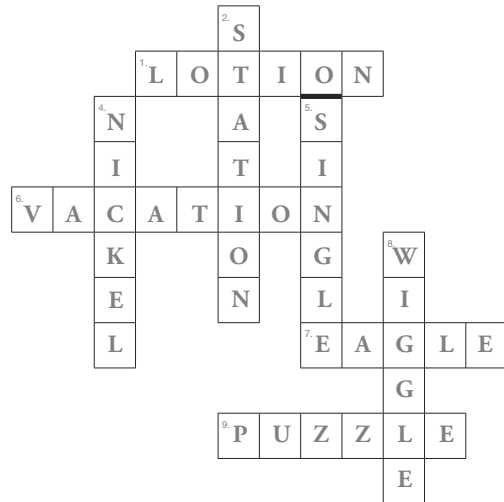
1. Cream for your dry hands
6. Time off, often in summer
7. A bird
9. This is a crossword _____.

Down

2. Fire _____
4. Five cents
5. Only one
8. Move around

Name _____

23.5



Name _____

24.1

Practice Grammar

Part I. Correct the capitalization and add punctuation for each sentence. Rewrite the sentence.

1. john and nancy went on a trip to the city of washington to see the cherry blossoms (4)

John and Nancy went on a trip to Washington to see the cherry blossoms.

2. our class has a pet hamster named homer (3)

Our class has a pet hamster named Homer.

3. is the hummingbird the smallest bird in the world (2)

Is the hummingbird the smallest bird in the world?

Part II. Change the following singular words to plurals.

fox foxes

dog dogs

cat cats

bird birds

horse horses

Part III. Circle the correct tense of the verb in each sentence.

1. Our class will go on a trip tomorrow. present past future

2. We are reading our books. present past future

3. We wrote a story about Mr. Mowse. present past future

4. We will eat lunch at noon. present past future

5. Our bus was late this morning. present past future

Part IV. Circle "complete" if the item is a complete sentence or "incomplete" if it is not a sentence. Remember that a complete sentence has both a subject and a predicate.

1. Ice cream cone. complete incomplete
2. I like vanilla best. complete incomplete
3. It is cold. complete incomplete
4. My lips are frozen. complete incomplete
5. Vanilla ice cream cones. complete incomplete

Part V. Combine the ideas of the run-on sentences in each item to write a single sentence with correct capitalization and punctuation.

1. the cat is fuzzy the cat is soft the cat is gentle
The cat is fuzzy, soft, and gentle.
2. broccoli is green zucchini are green kiwis are green
Broccoli, zucchini, and kiwis are green.

Name _____

The End of the War

1. Who won the Battle of New Orleans?
 - A. The British won.
 - B. The French won.
 - C. The Americans won.
 Page 88
2. A peace treaty was signed on December 24, 1814. Why did the British and the Americans keep fighting?
 - A. They did not know about the treaty.
 - B. They did not want the war to end.
 - C. A new war had started.
 Page 88
3. Who won the War of 1812?
 - A. The British won the War of 1812.
 - B. The Americans won the War of 1812.
 - C. There was not really a clear winner.
 Page 90

4. Which person that you read about appears on the twenty dollar bill?
 - A. Henry Clay
 - B. Andrew Jackson
 - C. James Madison
 Page 91

5. Is there anything else about the War of 1812 that you would like to learn? Write any questions that you still have or things you are wondering about.
Answers may vary.

Name _____

Fill in the Blanks

Use the best word from the box to complete each sentence.

watercolors	Wanda	Watkins	waffle
wands	wash	water	wander

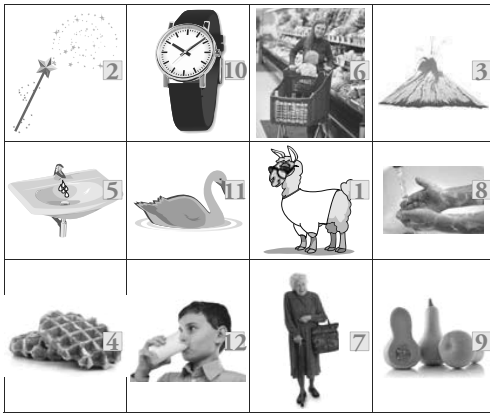
1. Watkins Llama likes green pajamas.
2. Wanda Swan floats on water.
3. I need some more shampoo to wash my hair.
4. I like jam on my waffle for breakfast.
5. Wanda and Watkins like to pretend to use their wands to make magic.
6. I need some water to add to the cake mix.
7. In art class, we get to paint with watercolors.
8. Mom asked me to watch my baby brother while he played outside in the yard, so that he did not wander off and get lost.

Name _____

26.2

Matching Pictures and Sentences

Write the number of the sentence that matches each picture in the box.



1. Watkins Llama has on pajamas.
2. Can you see the magic wand?
3. There was a trail of lava flowing down the volcano.

Name _____

26.4

Alphabetize Words



Read all of the words aloud. Then, write them in alphabetical order. Hint: You may want to number the words in the box first.

general	mortar	ragtag	knotty	peace
treaty	soldiers	Mississippi	traders	river
goods	highways	drains	orphan	New Orleans
fired	proud	streak	defend	hickory

1. **defend** _____
2. **drains** _____
3. **fired** _____
4. **general** _____
5. **goods** _____
6. **hickory** _____
7. **highways** _____
8. **knotty** _____
9. **Mississippi** _____
10. **mortar** _____
11. **New Orleans** _____
12. **orphan** _____
13. **peace** _____
14. **proud** _____
15. **ragtag** _____
16. **river** _____
17. **soldiers** _____
18. **streak** _____
19. **traders** _____
20. **treaty** _____

Name _____

27.1

The War of 1812

1. During the War of 1812, the United States fought against _____.
 A. the Americans
 B. the British
 C. the French
 D. the Spanish.
2. During the War of 1812, the president of the United States was _____.
 A. Thomas Jefferson
 B. Andrew Jackson
 C. Dolley Madison
 D. James Madison
3. Why were many Americans angry with the British in 1812?
 A. The British were unfairly taxing the Americans.
 B. The British had taken Dolley Madison prisoner.
 C. The British were forcing Americans to serve in the British Navy by impressment and were also trading with Native Americans.
 D. The British would not sell tea to the Americans.

4. What was the USS *Constitution*?
 A. The USS *Constitution* was a fort that the British attacked during the War of 1812.
 B. The USS *Constitution* was a ship that fought many battles during the War of 1812.
 C. The USS *Constitution* was a document that declared the United States independent of Great Britain.
 D. The USS *Constitution* was a building in Washington, D.C.
5. Why was the USS *Constitution* nicknamed "Old Ironsides"?
 A. It was the first American ship made of iron.
 B. It was a very old ship used during the Revolutionary War.
 C. Even though it was attacked and hit by many cannon balls in different battles, the sides of the ship did not crumble and the ship did not sink.
 D. It was nicknamed after Andrew Jackson, a general in the War of 1812.
6. Where is the White House?
 A. Baltimore
 B. New Orleans
 C. Washington, D.C.

Name _____

27.1
Continued

7. What happened to the President's House during the War of 1812?
- A. Native Americans attacked and burned it.
 - B. The U.S. Army made a fort there.
 - C. Andrew Jackson wrote a song about it.
 - D. The British Army attacked and burned it.
8. Why did Mary Pickersgill make a flag for Fort McHenry?
- A. The British soldiers asked her to make a big flag.
 - B. The old flag had been destroyed.
 - C. The American soldiers wanted a very big American flag for the fort.
 - D. She hoped that Dolley Madison would see the flag.
9. Who saw the attack on Fort McHenry and wrote a poem that begins "O say can you see," that became our national anthem?
- A. Francis Scott Key
 - B. Dolley Madison
 - C. Andrew Jackson
 - D. James Madison

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10. Who led the army that defended New Orleans during the Battle of New Orleans?
- A. Francis Scott Key
 - B. Dolley Madison
 - C. Andrew Jackson
 - D. James Madison
11. Why did the British and American soldiers still fight the Battle of New Orleans after a treaty had been agreed to?
- A. The soldiers in New Orleans were still angry with one another.
 - B. The soldiers in New Orleans did not agree with the treaty.
 - C. The soldiers in New Orleans did not know that the treaty had been agreed to.
 - D. The soldiers in New Orleans wanted to start a new war.
12. Name two adjectives to describe Francis Scott Key and tell why you chose them. Use examples of things that Key said or did.

Answers may vary.

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Name _____

27.4

Complete or Incomplete Sentence?

Circle "complete" or "incomplete" for each of the following. If it is a complete sentence, place the correct punctuation in the sentence.

1. The girls have some good news. complete incomplete
2. Got a puppy complete incomplete
3. The cutest kitten complete incomplete
4. Sam really likes pizza. complete incomplete
5. His name is Freckles. complete incomplete
6. Went to school complete incomplete
7. The beach is fun. complete incomplete
8. Did you get the dress? complete incomplete
9. What time is the show? complete incomplete
10. Maybe Stacey complete incomplete

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Name _____

28.1

The War of 1812 A Report by Mr. Mowse

Select and mark the topic sentence "TS" and concluding sentence "CS" in this paragraph. Then, number the remaining sentences that provide supporting details in the correct order.

- 1 The British were kidnapping men from American ships to make them serve in the British Navy.
- TS There were many reasons that the Americans declared war on the British in 1812.
- 2 This was called impressment.
- CS But he finally decided and the United States went to war with Great Britain.
- 4 President Madison was not sure if he should declare war or not.
- 3 Also, the British were trading with Native Americans, which made the settlers in the west very afraid.

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Select and mark the topic sentence “TS” and concluding sentence “CS” in this paragraph. Then, number the remaining sentences that provide supporting details in the correct order.

- 3 She rolled up the portrait and took it along with important American documents, so that the British would not get them.
- 4 The British burned Washington, D.C.
- TS One important event during the War of 1812 was the attack on Washington, D.C.
- 1 Dolley Madison was alone at the President’s House with just a few servants.
- CS There were other battles during the War of 1812, but the attack on Washington, D.C., was one of the most important.
- 2 When she heard that the British were coming, Dolley Madison told her servants to cut out the portrait of George Washington from its frame.

Name _____

28.2

Staying on Topic

For each paragraph, underline the topic sentence and cross out the sentence that does not stay on the topic.

Vegetables come in many different colors. Some vegetables are green like beans and lettuce. Some vegetables are yellow like squash. ~~Sometimes meat is red.~~ Other vegetables, like carrots, are even orange.

I visit the dentist for a checkup two times a year. The dentist checks my teeth for cavities. ~~A vet helps sick animals.~~ Then, the dentist cleans my teeth and flosses them. After that, the dentist lets me pick out a toothbrush. When I leave the dentist’s office, my teeth are so clean!

Clara jumps out of bed excitedly. Today is the day that her class is going to the zoo. As she brushes her teeth, Clara wonders what animals she will get to see at the zoo. ~~Last week, Clara went with her dad to get the car fixed.~~ She hopes that she’ll get to see the tigers and the bears at the zoo. But she knows that even if she doesn’t get to see them, her day will still be amazing.

Name _____

28.3

Alphabetize Words

Write the words in the box in alphabetical order on the lines below. You may want to first number the words in the box.

cymbal	cell	crest	cost	candle
circle	cat	cubby	change	clam

- candle
- cat
- cell
- change
- circle
- clam
- cost
- crest
- cubby
- cymbal

Name _____

28.4

Find the Secret Message!

Find the hidden message by completing each sentence with a word from the box. Then match the numbers to the letters to reveal a secret message just for you!

water	apple	shampoo	mistake	appetite	salt	nap
walrus	radishes	cable	drama	squatted	washed	halo

- May I have an A P P L E and a glass of W A T E R for snack after my N A P?
- I made a M I S T A K E and used the pepper instead of the S A L T!
- The trainer S Q U A T T E D down to feed a fish to the W A L R U S swimming in the pool at the zoo.
- I wore a H A L O as part of my costume in the D R A M A we performed at school.
- My mom put R A D I S H E S in the salad.

water apple shampoo mistake appetite salt nap
walrus radishes cable drama squatted washed halo

6. The telephone C₁₀ A B L₁₃ E fell down from the telephone pole in the storm.
7. I W A S H E D my hair with S H A M P O O₁₂.
8. I did not have an A P P E T₅ I T E and was not hungry because I was sick.

W₁ A₂ T₃ K₄ I₅ N₆ S₇
I₈ S₉
C₁₀ O₁₁ O₁₂ L₁₃

Name _____

28.5



Staying on Topic

For each paragraph, underline the topic sentence and cross out the sentence that does not stay on the topic.

Summer is the best season. When it is summertime, I get to swim in the lake by my house. I also get to go to the beach with my family. ~~When it is wintertime, I get to go sledding.~~ That is why I like summer best of all.

Last Halloween, Linda dressed up in a pink, silk princess costume. She even wore a silver crown on her head. ~~Early~~ wore a witch costume. She really looked like a princess. Linda's princess costume was great!

~~Gertrude did not enjoy her walk in the forest.~~ As she walked, branches from the trees scratched her arms and legs. It was very hot and there were lots of flies. ~~Gertrude really likes to eat~~ French fries. Then, there was a loud howling in the forest that really scared Gertrude. She decided that the next time she takes a walk, she will walk in the park!

Name _____

29.1

The Writing Process for Reports

Plan



1. Choose a topic _____
2. Gather information _____
3. Read and take notes _____

Draft



4. Organize notes _____
5. Write paragraphs _____

Edit



6. Use editing checklist _____
7. List references _____
8. Add illustrations _____

Name _____

30.2

Identify Topic and Irrelevant Sentences

Read all of the sentences in each set. One of the sentences in each set is a topic sentence; underline that sentence. Most of the other sentences in the set are supporting details for the topic sentence. But there is one sentence in each set that does not belong because it does not stay on the topic. Cross out this sentence.

Set 1:

If you are interested in art, there are many art museums that you can visit.

If you like going to shows, you can choose from many different dramas and plays.

New York City is a wonderful place to visit.

There are also many different kinds of restaurants, so you can find just about anything you want to eat.

~~Valentine's Day is in February.~~

Set 2:

You must be sure to give a dog food and clean water each day.

Taking care of a dog as a pet is a big responsibility.

Birds make their nests in the spring.

You also need to walk a dog or let him outside at least three times a day.

It is important that a dog has a comfortable, dry place to sleep.

Set 3:

Francis Scott Key wrote a poem while watching the attack on Fort McHenry.

Andrew Jackson led the army in the Battle of New Orleans.

This poem later became a song known as "The Star-Spangled Banner," which is now our national anthem.

Key watched the American flag at Fort McHenry during the entire battle.

He was inspired to write the poem when he saw that the flag was still waving at Fort McHenry the morning after the battle.

Name _____

31.1

Taking Notes on "Our National Anthem"

1. What do the words of our national anthem describe?

what Francis Scott Key saw during the
attack on Fort McHenry

2. When singing our national anthem, how should people behave?

stand still, look at the flag until the anthem
is over

3. How do people show respect for the flag?

salute it, never let it touch the ground

4. How did the poem Francis Scott Key wrote become our national anthem?

words were set to music, tune was popular

at the time

Name _____

32.1

Taking Notes on "Making Sense of the National Anthem"

1. What are the three times during the attack on Fort McHenry that Key looked for the flag?

just as the sun set, at night, at dawn

2. How could Key see the flag in the middle of the night?

the rockets and bombs lit up the sky

3. Why couldn't Key see the flag just before the sun came up?

the attack had ended so no bombs lit up the

sky

4. Why was it important to Key to see if the flag was still flying after the attack ended?

meant the British had given up

Name _____

33.2

The Young Mouse

- Which animal in the story had never left his mother's side?
A. The young cat had never left his mother's side.
B. The young rooster had never left his mother's side.
 C. The young mouse had never left his mother's side.
D. The young fox had never left his mother's side.
- When it says the animal never left his mother's side, it means . . .
A. The animal was stuck to his mother's side.
 B. The animal always stayed next to or close by his mother.
C. The animal always agreed with his mother.
D. The animal always stayed on the right side of his mother.
- Which animal was the young mouse most afraid of?
A. He was most afraid of the cat.
 B. He was most afraid of the rooster.
C. He was most afraid of the fox.
D. He was most afraid of the dog.
- Why did the young mouse want to meet the cat?
 A. He liked the way she looked.
B. The cat saved him from the rooster.
C. The cat and his mother were best pals.
D. His mother told him that cats are nice.

- Why did the young mouse run for his life?
A. He was scared of the cat.
 B. He was scared of the loud noise the rooster made.
C. His mother told him to run.
D. He was scared when a hunter fired a gun.
- What did the mother mouse explain to her son?
A. She explained that roosters are very bad animals.
 B. She explained that he was scared of the wrong animal.
C. She explained that roosters like to eat cats.
D. She explained that cats are nothing to be scared of.
- If the rooster had not made the cock-a-doodle-doo noise, what probably would have happened?
A. The rooster and the mouse would have become pals.
B. The rooster would have chased the mouse.
 C. The cat would have eaten the mouse.
D. The mouse would have chased the cat.
- What is the moral of this story?
A. Never trust a rooster.
B. Do unto others as you would have them do unto you.
 C. Things are not always what they seem to be.
D. Better late than never.

Name _____

PP1

'ph' > /f/: Fill in the Blanks

Use the best word from the box to complete each sentence.

dolphin	graph	elephant	pharmacy	phobia
phone	trophy	phase	phonics	phony

- The bar graph shows that we like green apples best of all.
- Dad will call on his cell phone.
- My two year-old sister is in a stubborn phase.
- Mom needs to stop by the pharmacy to pick up the pills that the doctor prescribed for my sore throat.
- A dolphin lives in the sea, but it is a mammal that breathes air.

dolphin graph elephant pharmacy phobia
 phone trophy phase phonics phony

- We study phonics every day in reading.
- I have a fear, or phobia, of spiders.
- He is such a fake, he is phony.
- The first place winner in the spelling bee got a trophy.
- We fed peanuts to the baby elephant at the zoo.

Name _____

PP2

Practicing 'ph' > /f/

Circle letter(s) in each column to make a word to fill in the blank.

- She has a phony snake.

(ph)	u	ff	(y)
f	(o)	(n)	ea

- Please use my cell phone to call 911.

(ph)	u	ff	y
p	(o)	(n)	(e)

- I can see the dolphins swimming by the ship.

(d)	u	(l)	f	e	(n)	(s)
b	(o)	t	(ph)	(i)	m	z

- The acorn just sprouted and the oak tree is in the seedling phase of growth.

f	(a)	z	i
(ph)	u	(s)	(e)

- We learn phonics so that we will be better readers.

f	u	e	g	z
(ph)	(o)	(n)	(i)	(cs)

- Please tell me if this is a sentence or a phrase.

(ph)	rr	i	(s)	ee
ff	(r)	(a)	z	(e)

- I have a fear, or phobia, of snakes.

f	u	(b)	e	o
(ph)	(o)	d	(i)	(a)

- I can sing the alphabet song.

e	f	(a)	d	(e)	(t)
(al)	(ph)	u	(b)	k	k

- The ringing telephone woke me up.

(t)	i	(l)	a	(ph)	(o)	(n)	(e)
k	(e)	ll	(e)	ff	u	m	e

- We will make a bar graph of our favorite candy.

gl	e	(ph)
gr	(a)	ff

Name _____

PP3

Spelling Words Lessons 1-5

Use the clues to find the words from the box and solve the puzzle.

Hint: You will not use all of the words in the word box.

noise	night	kneel	wrinkle	ripple
ferret	whistle	window	western	jungle
jolly	ginger	gentle	margin	photo
dolphin	graph	finish	traffic	Britain

Across

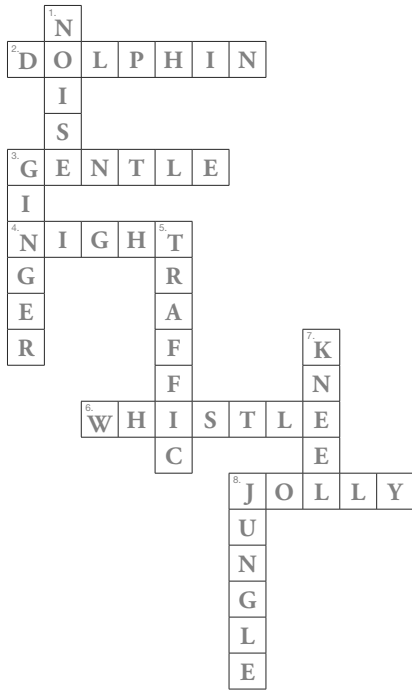
- A mammal that swims in the sea
- Soft and kind
- Not day
- You blow this to make a sound
- Happy

Down

- Sounds
- A spicy cake-like bread
- Lots of cars and trucks
- To stoop
- Monkeys live here

Name _____

PP3
Continued



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Name _____

PP4

Tricky Spelling 'ea': Word Sort

Sort the words by sound.

peach	bread	dead	cream	dream
health	dread	deaf	mean	wealth
spread	sweat	scream	thread	seam
tread	stream	team	beaver	steam

'ea' > /ee/ (beach)

'ea' > /e/ (head)

<u>peach</u> _____	<u>bread</u> _____
<u>cream</u> _____	<u>dead</u> _____
<u>dream</u> _____	<u>health</u> _____
<u>mean</u> _____	<u>dread</u> _____
<u>scream</u> _____	<u>deaf</u> _____
<u>seam</u> _____	<u>wealth</u> _____
<u>stream</u> _____	<u>spread</u> _____
<u>team</u> _____	<u>sweat</u> _____
<u>beaver</u> _____	<u>thread</u> _____
<u>steam</u> _____	<u>tread</u> _____
_____	_____

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Name _____

PP5

Spelling Words Lessons 6–10

Use the clues to find the words from the box and solve the puzzle.
Hint: You will not use all of the words in the word box.

after	barber	camera	difference	birthday
swirling	perform	thirteen	chirping	burden
furnace	hamburger	turtle	organize	marker
parcel	ramparts	safari	acorn	informer
war				

Across

- Use this to snap a photo
- Another word for package
- You have one every year
- Birds are doing this

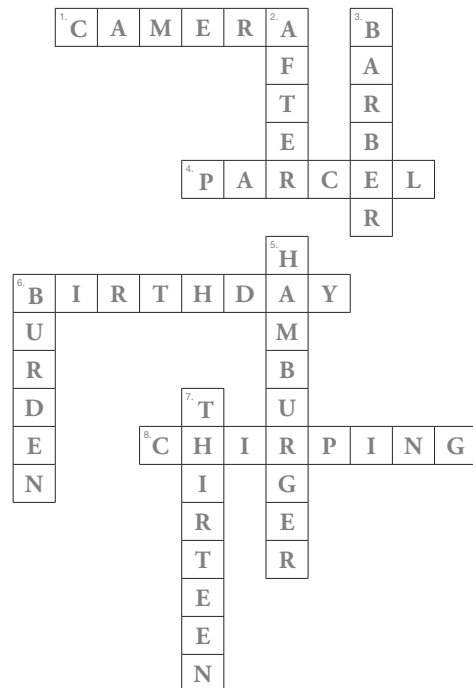
Down

- Not before
- Someone who cuts men's hair
- This is served on a bun
- Heavy load
- 11, 12, ____, 14

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Name _____

PP5
Continued



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Name _____

PP6

Verbs and Adverbs

Draw a wiggly line under the verb. Then, draw a triangle around the adverb. Then answer the question.

- Jesse ran quickly.
How did Jesse run? quickly
- The flower bloomed early.
When did the flower bloom? early
- I dunked the cookie completely.
How did I dunk the cookie? completely
- The ice cream melted quickly.
How did the ice cream melt? quickly
- The horse noisily crunched the carrot.
How did the horse crunch the carrot? noisily

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- The stars sparkled brightly.
How did the stars sparkle? brightly
- The bat flew blindly into the night.
How did the bat fly? blindly
- Jane gladly went to the store.
How did Jane go to the store? gladly
- The water was instantly hot.
When was the water hot? instantly
- My birthday arrives yearly.
When does my birthday arrive? yearly

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Name _____

PP7

R-controlled Vowels: Find the Secret Message!

Use the best word from the box to complete each sentence. Then, use the numbered letters to help you find the secret message.

forward	diary	calendar	alligator	vapor
butter	forgot	author	dollars	collar

- The person who writes a book is called an A U T H O R.₃
- My shirt C O L L A R₅ is crooked.
- Don't go back! Go F O R W A R D!₁₀
- The fierce A L L I G A T O R₆ jumped out of the water.
- It will cost ten D O L L A R S₇ to buy the toy truck.
- I F O R G O T₂ to turn off the stove when I left home.
- Sam likes B U T T E R₉ on warm bread.

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forward	diary	calendar	alligator	vapor
butter	forgot	author	dollars	collar

- My sister writes in her D I A R Y₄ every night before she goes to bed.
- The water V A P O R₈ turned into fog.
- It is a new month; please turn the C A L E N D A R₁₁ page.

Now solve the secret message by writing the letters that match the numbers.

<u>Y</u> ₄	<u>O</u> ₂	<u>U</u> ₃	<u>A</u> ₁	<u>R</u> ₅	<u>E</u> ₉	<u>A</u> ₁
<u>S</u> ₇	<u>U</u> ₃	<u>P</u> ₈	<u>E</u> ₉	<u>R</u> ₅		
<u>S</u> ₇	<u>T</u> ₆	<u>U</u> ₃	<u>D</u> ₁₀	<u>E</u> ₉	<u>N</u> ₁₁	<u>T</u> ₆ !

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Name _____

PP8

Complete or Incomplete Sentences

Circle the correct answer and add punctuation if it is a complete sentence.

- | | | |
|-----------------------|-----------------|-------------------|
| 1. Cute kitty cat | Complete | <u>Incomplete</u> |
| 2. Polar bears swim. | <u>Complete</u> | Incomplete |
| 3. Crunch a bunch | Complete | <u>Incomplete</u> |
| 4. Wilbur the cat | Complete | <u>Incomplete</u> |
| 5. Spin spool swirl | Complete | <u>Incomplete</u> |
| 6. It's fun to swirl. | <u>Complete</u> | Incomplete |
| 7. I like to joke. | <u>Complete</u> | Incomplete |
| 8. The dog will run. | <u>Complete</u> | Incomplete |
| 9. Fast swift quick | Complete | <u>Incomplete</u> |
| 10. Do you run? | <u>Complete</u> | Incomplete |

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PP9

Spelling Words Lessons 11–15

Use the clues to find the words from the box and solve the puzzle.
Hint: You will not use all of the words in the word box.

revenge	large	judge	fudge	nudge
huge	nation	attention	direction	fraction
locomotion	stations	option	action	change
range	cottage	addition	caption	Europe

Across

- You are driving in the wrong _____.
- Listen and pay _____!
- Another word for a country
- Small house
- A kind of candy

Down

- Words under a photo
- Opposite of subtraction
- Very big
- To make different

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Name _____

PP9
Continued

1. D I R E 2. C T I O N
A
P
3. A T T E N T I O N
D I
D O
I
T
I
O
N
4. N A T I O N
5. H
U
6. C O T T A G E
H
A
N
G
E
7. F U D G E

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PP10

Tricky Spelling 'ch': Word Sort

Sort the words by sound.

ache	anchor	screech	ranch	rich
orchid	stomach	orchestra	porch	change
chemical	munch	chord	child	coach
chorus	grinch	lunch	echo	headache

'ch' > /ch/ (chin)

'ch' > /k/ (school)

- | | |
|----------------|------------------|
| <u>screech</u> | <u>ache</u> |
| <u>ranch</u> | <u>anchor</u> |
| <u>rich</u> | <u>orchid</u> |
| <u>porch</u> | <u>stomach</u> |
| <u>change</u> | <u>orchestra</u> |
| <u>munch</u> | <u>chemical</u> |
| <u>child</u> | <u>chord</u> |
| <u>coach</u> | <u>chorus</u> |
| <u>grinch</u> | <u>echo</u> |
| <u>lunch</u> | <u>headache</u> |

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PP11

Run-On Sentences

Rewrite each run-on sentence as two separate sentences, adding the correct punctuation and capitalization.

- The kite was blown away the kite got stuck in a tree.
The kite was blown away. The kite got stuck in a tree.
- Scrub your back wash your neck.
Scrub your back. Wash your neck.
- A long soak in the tub will be nice a warm robe is cozy.
A long soak in the tub will be nice. A warm robe is cozy.
- I woke up too early to leave for school I ate breakfast.
I woke up too early to leave for school. I ate breakfast.
- The bus is crowded we sit three to a seat.
The bus is crowded. We sit three to a seat.

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Name _____

PP12

Practice 'i' > /ee/ (ski)

Use the clues to find the words from the box and solve the puzzle.

piano	pizza	patio	kiwi	media
alien	radio	India	taxi	confetti

Across

- It has 88 black and white keys.
- Could be from another planet
- TV is a type of _____.
- Outdoor deck or sitting place
- Car for hire
- Fuzzy food that is green inside

Down

- Little bits of paper thrown at a party or celebration
- A slice is the shape of a triangle
- An AM and FM car _____
- A country in the Far East

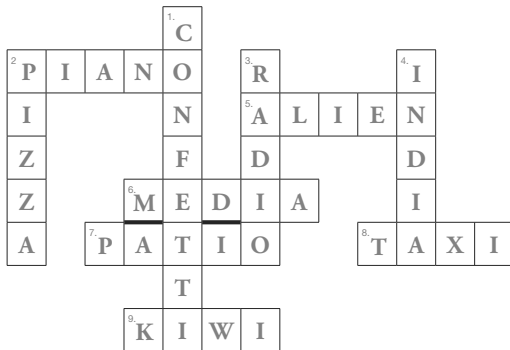
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Name _____

PP12

Continued



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Name _____

PP13

Spelling Words Lessons 16–20

Use the clues to find the words from the box and solve the puzzle.
Hint: You will not use all of the words in the word box.

Madison	president	Congress	British	Washington
impressment	cannon	death	Dolley	merchant
hawk	monarchy	navy	Ironsides	

Across

- Kidnapping men to serve in the navy
- _____ Madison
- When one dies

Down

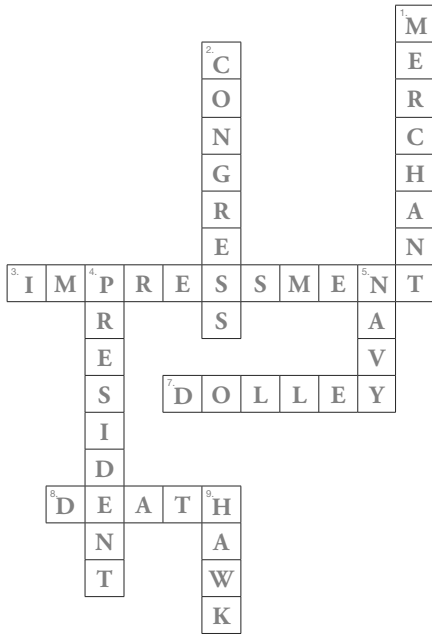
- A person who sells things
- The Senate is part of this
- The head of the U.S.A.
- The group of soldiers who fight battles at sea
- Also a bird

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Name _____

PP13
Continued



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Name _____

PP14

Spelling Words Lessons 21–25

Use the clues to find the words from the box and solve the puzzle.
Hint: You will not use all of the words in the word box.

ransacked	White House	harbor	flag	stripes
ship	commander	rockets	McHenry	brave
poem	anthem	dawn	troops	bomb

Across

- Mary Pickersgill made this
- They defended the fort
- In charge of a ship
- President's home
- Old Ironsides is one
- Our flag has red and white ones

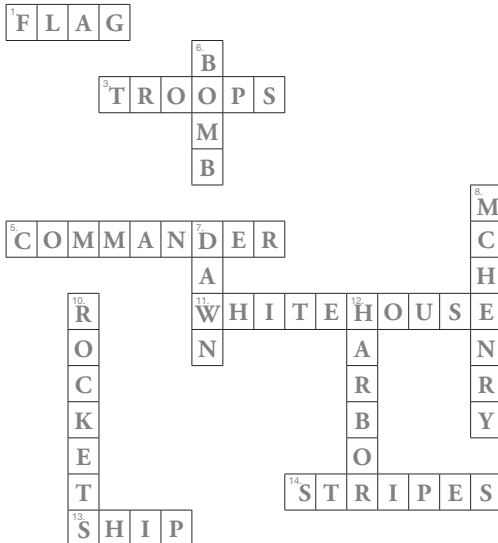
Down

- It explodes
- When the sun rises
- Fort _____
- Key saw their red glare
- Where ships anchor

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Name _____

PP14
Continued



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Name _____

PP15

'a' > /o/ Following 'w': Fill in the Blanks

Use the best word from the box to complete each sentence.

swamp	wander	want	swat	water
swab	swallowing	wash	swap	watch

- The plant needs **water**.
- Can we **swap** books after we each finish reading our own?
- Your socks are dirty. You should **wash** them.
- Mom loves to **watch** the birds.
- Sometimes when I go shopping, I just like to **wander** around the store, looking at everything.
- Is that a gift that she would **want**?
- The puppy loves chewing and **swallowing** treats.
- The nurse used a piece of cotton to **swab** and clean my cut.
- I would not want to swim in a muddy **swamp**!
- There were so many flies at the beach, I used my towel to **swat** them.

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Name _____

PP16

Spelling Words Lessons 26–30

Use the clues to find the words from the box and solve the puzzle.
Hint: You will not use all of the words in the word box.

battle	port	ragtag	knotty	peace
treaty	soldiers	river	Mississippi	traders
goods	highways	drains	orphan	Ghent

Across

- The Mississippi is one
- You drive on these in cars
- Another word for troops
- Water flows down these in sinks and bathtubs
- A child whose parents are no longer living
- New Orleans is one
- When two armies fight each other

Down

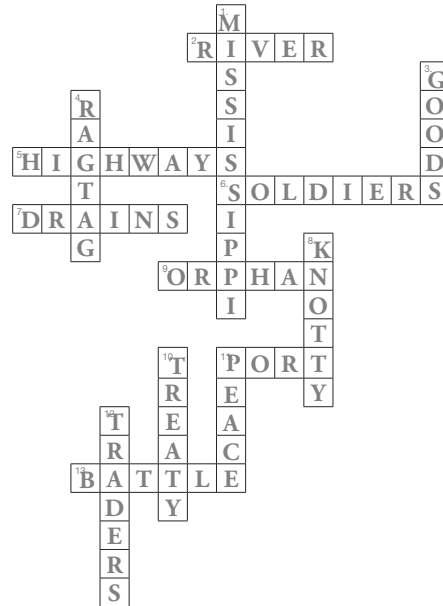
- A big river that runs from north to south in the middle of the United States of America
- Products for sale
- A little of this, a little of that
- Full of holes
- An agreement to end a war
- An antonym for war
- People who buy and sell for a living

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Name _____

PP16

Continued



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Name _____

PP17

'a' > /o/ and 'al' > /aw/: Fill in the Blanks

Use the best word from the box to complete each sentence.

grandma	walnut	wallet	squat	tall	ball
small	lava	wall	salt	pajamas	father

- Please pass the pepper and the salt.
- After molten lava cools, it turns into hard rock.
- Justin is short, but I am tall.
- Dad stuck the cash in his wallet.
- Would you like a big slice of cake or a small slice?
- I had to squat down to look under the counter for the pencil I dropped.
- Dad is a synonym for father.
- There is a painting hanging on the wall.
- Jeff kicked the rubber ball to the end of the playground.
- Please pass the nutcracker so I can crack open the walnut.
- My grandma baked cookies with me.
- On Saturday, I like to get up late and have breakfast in my pajamas.

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Name _____

PP18

Writing Paragraphs

Underline the three sentences about playing outside, and then number them in the order you think makes the most sense. Then, write the sentences as a paragraph under the heading "Playing Outside." Draw squiggly lines under the three sentences about playing inside, and then number them in the order you think makes the most sense. Then, write the sentences as a paragraph under the heading "Playing Inside."

- When I am inside, I can play hide-and-seek with my pals.
- When I am outside, I can play sports like kickball and baseball with my buddies.
- I like playing outside.
- I can also read books when I am inside.
- Playing inside is fun, too.
- I can also ride my bike or rollerblade when I am outside.

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Playing Outside

I like playing outside. When I am outside, I can play sports like kickball and baseball with my buddies. I can also ride my bike or rollerblade when I am outside.

Playing Inside

Playing inside is fun, too. When I am inside, I can play hide-and-seek with my pals. I can also read books when I am inside.

Name _____

PP20

Dolley Madison

1. As the wife of the president of the United States, Dolley Madison was called _____.
A. Mrs. President
B. Queen Dolley
 C. the First Lady
2. Which of the following best describes the Quakers?
 A. They believed in living a simple life.
B. They believed in many gods.
C. They believed that fancy churches are pleasing to God.
3. What was the name of the house in Washington, D.C., where the president and the First Lady lived?
A. The Capitol
B. The Washington House
 C. The President's House

4. List ways Dolley Madison was helpful to her husband while he was president.

charming hostess at state dinners
welcomed all sorts of visitors
stayed in the President's House as long as she could
before she left, grabbed many important papers
helped save a painting of George Washington

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