

Lesson 3

Back-to-School

✓ 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: 'a' > /a/; 'e' > /e/; 'i' > /i/; 'o' > /o/; 'u' > /u/ (RF.2.3a)
- ✓ Read and write words with the following letter-sound correspondences: 'a' as /a/ (*hat*), /æ/ (*paper*), /ə/ (*about*), or /aw/ (*wall*); '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*); 'ph' > /f/ (*phone*), /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*); 'a' > /o/ (*water*) (RF.2.3e)
- ✓ 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)
- ✓ 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 sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Consonant Code Flip Book and Chart Review	Consonant Code Flip Book; Spelling Cards for /k/, /g/, /v/, /f/, /h/, /l/; tape; Individual Code Chart; fine-tip red markers for each child	15
Chaining	Teacher Chaining		10
Writing	Dictation	notebooks and pencils	10
Reading Time	Whole Group: "The Hike"	Worksheet 3.1; projection system	15
Comprehension	Story Questions	Worksheet 3.2; projection system	10
Take-Home Material	"The Hike"	Worksheet 3.1	*

Consonant Code Flip Book and Chart Review

- Before beginning this exercise, display the Consonant Code Flip Book within view of all students; also have the Spelling Cards listed in At a Glance readily available.
- Turn to **page 5** in the **Consonant Code Flip Book**. Ask students whether this page shows vowel sounds and spellings or consonant sounds and spellings.
- Remind students the consonant sounds will always be written in red on the Spelling Cards.
- Using the same procedure as in earlier lessons, review the following letter-sound correspondences found on these pages of the Consonant Code Flip Book.

Consonant Code Flip Book Pages

1. 'k' > /k/ (*kid*) Consonant Code Flip Book on page 5
2. 'g' > /g/ (*gift*) Consonant Code Flip Book on page 6
3. 'f' > /f/ (*fit*) Consonant Code Flip Book on page 9
4. 'v' > /v/ (*vet*) Consonant Code Flip Book on page 10
5. 'l' > /l/ (*lip*) Consonant Code Flip Book on page 19
6. 'h' > /h/ (*hot*) Consonant Code Flip Book on page 20

- Distribute the red markers and tell students to turn to **page 2** of the **Individual Code Chart**.
- The spellings for today can be found on the following pages of the Individual Code Chart.

Point out which consonant sounds in each pair are voiced and unvoiced: /k/ (unvoiced) - /g/ (voiced); /f/ (unvoiced) - /v/ (voiced). Emphasize that sounds in each pair resemble one another very closely, which is why these sounds and spellings are grouped together on the Code Chart. This may be useful to know when students are referring to their own charts for spelling help.

Individual Code Chart

1. 'k' > /k/ (*kid*) Individual Code Chart on page 2
2. 'g' > /g/ (*gift*) Individual Code Chart on page 2
3. 'f' > /f/ (*fit*) Individual Code Chart on page 3
4. 'v' > /v/ (*vet*) Individual Code Chart on page 3
5. 'l' > /l/ (*lip*) Individual Code Chart on page 5
6. 'h' > /h/ (*hot*) Individual Code Chart on page 5

- After each letter-sound correspondence is reviewed on the Code Flip Book page, guide students in outlining each of the appropriate cards on the chart and the letter spelling.
- Prompt students to summarize the code information conveyed by each of these new cards on their chart.

Teacher Chaining

- You will chain the following words on whatever medium you have selected (board, whiteboard, Smart Board, or chart paper).

1. kid > lid > lad > lag > log > jog > jug > jut > jet > vet
2. lap > lad > had > hid > bid > bed > beg > bug > hug > lug

- Tell students you are going to write the word *kid*.
- Remind them you can make a new word by changing, taking away, or adding a single phoneme/grapheme or letter/sound unit.
- Ask students to segment and then blend the word *kid*.
- Erase 'k' and write 'l' to create *lid*. As you make this change, say, "If this is *kid*, what is this?"
- Continue the process with the remaining words. For each new word, remember to always say, "If this is . . . what is this?"
- Keep the pace moving briskly.

Writing**Dictation**

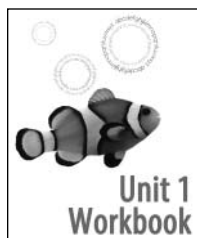
- Before beginning this exercise, make sure every student has their notebook, pencil, and the Individual Code Chart. Tell students they are to write the word you say. Read the first word, use it in a sentence, and then read the word only once more, allowing time for students to write.
- Use this procedure with each of these words.

job

hog

top

- After all of the words have been called out, tell students you will now show them the correct spelling for each word so 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. You may wish to consider modeling use of the Individual Code Chart as you complete this exercise.

Whole Group: “The Hike”

Worksheet 3.1

- Tell students they are going to practice reading another story about Kate.
- Distribute the Workbooks and ask students to turn to Worksheet 3.1 while you display the same worksheet. Point to and read the title of the story, reminding students the title provides an idea of what the story is about.
- Ask students if they have been on a hike. What kind of things might you see on a hike?
- Ask students what they think the story might be about, based on the title.
- Tell students to listen to and read the story carefully to find out what Kate and Max find on their hike.
- If students in your classroom have read the earlier stories with ease, you may want to change the manner in which you read aloud today’s story. You may want to select individual students to read a sentence or two, allowing other students to take turns reading the story aloud until it is finished. (Avoid Round Robin reading; utilize another method such as Popcorn Reading. Popcorn Reading is when a student reads a predetermined amount of text such as one sentence, then chooses a fellow student to read next.)
- If many students in your class still seem uncertain about reading aloud on their own, read this story in the same manner you read the earlier stories, i.e., you read some parts of the story alone and students read some sentences with you.

Comprehension**10 minutes****Story Questions**

Worksheet 3.2

- When you finish reading the story, ask students to look at Worksheet 3.2 while you display the same page.
- Tell students you are going to complete this page together.
- Read and answer each question together, being sure to model the following:
 - Read the entire question and all possible answers before choosing an answer.
 - Once you have chosen an answer, look back in the text to check that the answer is correct.
 - If you don’t know the answer, look back at the text and read aloud to try to find the answer.
- Model and complete the remaining questions as time allows.

Take-Home Material

“The Hike”

- Ask students to take home Worksheet 3.1, “The Hike,” to practice reading to a family member.