

# Lesson 5

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
<b>Warm-Up</b>	<b>Consonant Code Flip Book and Chart Review</b>	Consonant Code Flip Book; Spelling Cards for /s/, /z/, /m/, /w/, /r/, /y/, /x/, /qu/; tape; Individual Code Chart; fine-tip red markers for each child	15
<b>Chaining</b>	<b>Teacher Chaining</b>		10
<b>Writing</b>	<b>Dictation</b>	notebooks and pencils	10
<b>Reading Time</b>	<b>Whole Group: "The Big Dig"</b>	Worksheet 5.1; projection system	15
<b>Comprehension</b>	<b>Story Questions</b>	Worksheet 5.2; projection system	10
<b>Take-Home Material</b>	<b>"The Big Dig"</b>	Worksheet 5.1	*

### 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 eight Spelling Cards listed in At a Glance readily available.
- Turn to **page 11** in the **Consonant Code Flip Book**. Ask students whether this page shows vowel sounds and spellings or consonant sounds and spellings.
- Remind students 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. 's' > /s/ (*sun*) Consonant Code Flip Book on page 11
2. 'z' > /z/ (*zip*) Consonant Code Flip Book on page 12
3. 'm' > /m/ (*mad*) Consonant Code Flip Book on page 15
4. 'r' > /r/ (*red*) Consonant Code Flip Book on page 18
5. 'w' > /w/ (*wet*) Consonant Code Flip Book on page 21
6. 'y' > /y/ (*yes*) Consonant Code Flip Book on page 22
7. 'x' > /x/ (*tax*) Consonant Code Flip Book on page 23
8. 'qu' > /qu/ (*quit*) Consonant Code Flip Book on page 25

- Place the Spelling Cards on the appropriate Code Flip Book pages.
- Point out and discuss the power bar for each spelling.
- Distribute the red markers and tell students to turn to **page 3** in the **Individual Code Chart**.

- The letter-sound correspondences for today's lesson can be found on the following pages of the Individual Code Chart.

### Individual Code Chart

1. 's' > /s/ (*sun*) Individual Code Chart on page 3
2. 'z' > /z/ (*zip*) Individual Code Chart on page 3
3. 'm' > /m/ (*mad*) Individual Code Chart on page 4
4. 'w' > /w/ (*wet*) Individual Code Chart on page 5
5. 'r' > /r/ (*red*) Individual Code Chart on page 5
6. 'y' > /y/ (*yes*) Individual Code Chart on page 6
7. 'x' > /x/ (*tax*) Individual Code Chart on page 6
8. 'qu' > /qu/ (*quit*) Individual Code Chart on page 6

- 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 the letter spelling.
- Prompt students to summarize the code information conveyed by each of these new cards on their chart.

## Chaining

**10** minutes

### Teacher Chaining

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

1. rat > rang > ring > king > sing > zing > wing > win
2. yes > yet > set > sit > six > mix

- Tell students you are going to write the word *rat*. Remind them you can make a new word by taking away and adding a single phoneme/grapheme or letter/sound unit. Call attention to digraphs when they are included in the chain.
- Ask students to segment and then blend the word *rat*.
- Erase 't' and write 'ng' to create *rang*. As you make this change, say, "If this is *rat*, what is this?"
- Continue the process with the remaining words. For each new word, remember to always say, "If this is \_\_\_\_\_ what is this?"
- Today, instead of asking all students to respond as a group, ask individual students to respond. Keep the pace moving briskly.

### Dictation

- Before beginning this exercise, make sure every student has their notebook, pencil, and 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.

mud

hug

sun

- 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.

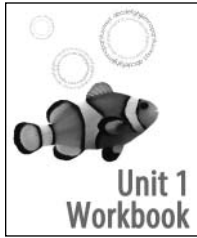
### Reading Time

### Whole Group: “The Big Dig”



Worksheet 5.1

- Tell students they are going to practice reading another story about Kate.
- Distribute the Workbooks and tell students to turn to Worksheet 5.1 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.
- Tell students this is a story about Nan, Kate, and Max going out to the cliff. Ask students to listen to and read the story carefully to find out what happens while they are at the big dig.
- If students in your classroom have read the earlier Kate stories with ease, you may want to change the manner in which you read aloud today’s story, allowing individual students to take turns reading the story aloud.
- If many students in your class still seem uncertain about reading aloud on their own, read this story in the same manner that you read the earlier stories, i.e., you read some parts of the story alone and students will read other sentences with you.



Worksheet 5.2

**Story Questions**

- When you finish reading the story, tell students to look at Worksheet 5.2 while you display the same page.
- Tell students you are going to do 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 your 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 Big Dig"**

- Ask students to take home Worksheet 5.1, "The Big Dig," to practice reading to a family member.