

Lesson 4

Tricky Words Grammar Reading

✓ Objectives

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

- ✓ 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 the following Tricky Words: *I, you, your, street, my, by, have, all, who, no, go, so, are, were, some, they, their* (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)
- ✓ 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)
- ✓ Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud (RL.2.6)
- ✓ 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 fiction text read independently (RL.2.1)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Contraction Review	prepared index cards	10
Tricky Words	Tricky Word Cards	yellow index cards for <i>all</i> and <i>who</i>	5
Grammar	Review of Quotation Marks	board	20
Practice	Quotation Marks	Worksheet 4.1	10
Reading Time	Small Group: “The Jumping Frog”	<i>Bedtime Tales</i> ; Worksheet 4.2	15
Take-Home Material	Comprehension: “The Jumping Frog”	Worksheet 4.3	

Advance Preparation

- Prepare index cards with the following contractions and words. Tape them randomly on the board.

Contraction	Words
can't	can not
I'm	I am
let's	let us
who's	who is or who has
that's	that is or that has
would've	would have
we've	we have
he'll	he will
didn't	did not
couldn't	could not

- Write the following Tricky Words on yellow index cards: *all*, *who*. You may wish to write the following sentences on the board or sentence strips prior to the lesson.
 - Jane said, I can run.
 - Frank said, We like cake.
 - James said, Let's go skating.
 - Pete said, Do you like frogs?

Warm-Up

10 minutes

Contraction Review

- Once again, play a contraction matching game with students. Remind students that contractions are two words combined to make a new word with an apostrophe signaling the letters left out of the word. Ask students to match the contraction to the two words that make up the contraction.

Tricky Words

5 minutes

Tricky Word Cards

- Refer to the following Tricky Words cards you prepared in advance.

Tricky Word: all

- **Expected:** the letters 'll' are pronounced /l/. **Tricky:** the letter 'a' is pronounced /aw/ (rather than /a/, as students might expect). You may wish to mention that there are other words that follow this pattern, e.g., *ball*, *mall*, *wall*. The students will learn 'a' as a spelling for the /aw/ sound in a later unit.

See Tricky Words in the Pausing Point for students needing additional help with Tricky Words.

Additional practice may be found in the Unit 2 section of the *Assessment and Remediation Guide*.

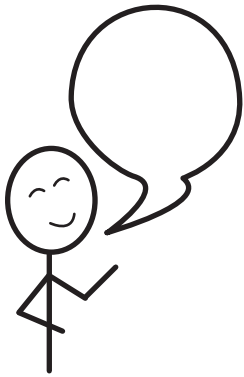
Tricky Word: who

- **Tricky:** The letter 'o' is pronounced /oo/ (as in the Tricky Words *do* and *to*).
- Place these Tricky Words on your Tricky Word wall.
- After introducing the new Tricky Words, play a Tricky Word game using the word wall. A suggestion is to play a game called "I Spy the Word." Give clues for a specific word and have students guess the word.

Grammar

20 minutes

Review of Quotation Marks



- Tell students there are special punctuation marks we use when writing to show a person is speaking (in a story when people are speaking we call this dialogue). Tell students this type of punctuation is called quotation marks. Tell the class you will discuss how to use quotation marks today.
- Draw a stick figure with a speech bubble on the board like the one shown in the margin.
- Select a student and have him/her come to the front of the room where you have written the speech bubble. Write the student's name (for purpose of demonstration, we will use the name *Mike*) above the speech bubble. Ask Mike "What do you like to eat?"
- Encourage the student, Mike, to restate the question and answer using complete sentence (e.g., "I like to eat candy.").
- Explain that speech bubbles are used to show the words a person says or said. Write *I like to eat candy.* in the speech bubble.
- Explain you will now write what Mike has said as a sentence. To show exactly what Mike has said when you write it in a sentence, explain to students that you will use quotation marks.
- Write *Mike said*, explaining the comma tells us to pause and the comma comes before the quotation marks. Then write "*I like to eat candy.*" Point to the quotation marks, and explain that these show us exactly what Mike said. Explain to students the end punctuation is inside of the quotation marks. Point out both the start of the first letter of the sentence and first word in quotation marks is also capitalized.
- Ask Mike to give his answer again, this time cupping both his hands around his mouth as he speaks. Explain that cupping both your hands around your mouth is just like adding quotation marks in a written sentence. Quotation marks show the reader exactly what a person has said during a conversation or dialogue.

See Grammar in the Pausing Point for students needing additional help with quotation marks.

- Repeat this procedure (calling on a new student, changing the name, asking a question, writing the answer in the speech bubble, and then writing the answer in a sentence). Point out once again the comma before the first quotation mark, capital letter at the beginning of the sentence, and end punctuation inside the last quotation mark.
- Refer to the sentences on the board or sentence strips and practice writing in the quotation marks.

Note: In all of the sentences in this lesson, the speaker comes first and what is said comes at the end of the sentence. In later lessons, we will review other ways of presenting quotation marks.

- Jane said, I can run.
- Frank said, We like cake.
- James said, Let's go skating.
- Pete said, Do you like frogs?

Practice

10 minutes

Quotation Marks



Worksheet 4.1

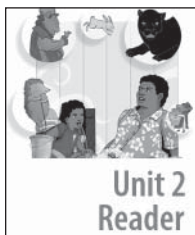
- Complete Worksheet 4.1 as a class. Have students read the speech bubble and then write the words as a complete sentence. Tell students to carefully check to see if they included a capital letter at the beginning of sentences, a capital letter at the beginning of the quotation inside the quotation marks, and correct end punctuation.

Reading Time

15 minutes

Small Group: "The Jumping Frog"

Note to teacher



Chapter 3

Today students will work in small groups for the first time in Unit 2. The purpose of small groups is to provide time for you to work directly with a smaller group of students so you can provide more individual attention. Group 1 should be comprised of students needing remediation, while Group 2 should be made up of more independent learners. You will want to decide in advance how you will divide your class. Please remember a student placed in Group 1 one week may be in Group 2 for the next.

Introducing the story

- Today's story is the first part of a two-part story. This story is an example of another type of fiction called a trickster tale. A trickster tale is a story about a character who outsmarts larger, stronger characters.
- Briefly review the story elements (characters, setting, and plot) that are the focus of this unit's story chart.

Previewing Spellings

- Review the following spellings for this story.

stream

com | pete

prob | lem

Challenging Vocabulary

- Preview the following word for this story.

1. **West**—in earlier times, the unsettled American frontier was referred to as the West

Purpose for Reading

- Tell students to pay special attention whenever they see quotation marks in the story. This will help them understand that the two main characters, Big Jim and Pete, are speaking in a dialogue or conversation.
- Encourage students to adopt different voices for reading the dialogue for Big Jim and Pete.

Small Group Work

- ★ **Small Group 1:** Read the story with students paying particular attention to the quotation marks in the story. Model how to read the dialogue in quotations with a different voice for each character and encourage students to do the same. Also use this as a time to also discuss characters and setting. Complete Worksheet 4.2.
- ★ **Small Group 2:** Students will read with their partners and complete Worksheet 4.2.

Wrap-Up

- Bring both groups back together and use the following questions to begin a discussion and to review what you know about the story so far. Remind students to answer in complete sentences when responding to the questions. You will not be able to fill in the story chart until you finish reading Part II tomorrow.



Worksheet 4.2

For more information on syllable division and chunking, please see Appendix B.

If some pairs finish early during small group time, they can illustrate one of the words or phrases from the Supplemental Materials section. Write several of these words or phrases on the board or chart paper prior to starting small group time.

Discussion Questions on “The Jumping Frog”

1. *Literal* Who are the main characters in this story so far? (The main characters in the story are Big Jim and Pete.)
2. *Literal* What is the setting of this story? (The setting for this story is the Wild West or the West a long time ago.)
3. *Literal* What is the plot so far in this story? (Pete accepts Big Jim’s wager to race frogs. Pete does not have a frog so Big Jim goes to get one for him.)
4. *Inferential* What does it mean to take a bet? (A bet is when you place money on an outcome.)
5. *Inferential* Why didn’t Mike’s dad finish the story? (Mike’s dad did not finish the story because Mike fell asleep.)

Take-Home Material

Comprehension “The Jumping Frog”

- Students should take home Worksheet 4.3. Remind them of the spelling assessment tomorrow.

Supplemental Materials

- Decodable words:

- | | |
|----------|--------------|
| 1. side | 9. live |
| 2. state | 10. smile |
| 3. take | 11. scrape |
| 4. time | 12. stripes |
| 5. while | 13. pancake |
| 6. white | 14. nickname |
| 7. write | 15. reptile |
| 8. cake | 16. sunshine |

- Sentences and phrases:

- | | |
|-----------------------|----------------------|
| 1. ride a bike | 8. made in the shade |
| 2. slipped on the ice | 9. Time will tell. |
| 3. a nine-mile hike | 10. make waves |
| 4. Lock the gate. | 11. one and the same |
| 5. bake sale | 12. up in flames |
| 6. make the grade | 13. nine white mice |
| 7. grade two | |

- Wiggle Cards:

- | | |
|--------------------|-------------------|
| 1. shake your legs | 3. shake a fist |
| 2. drive a truck | 4. lick your lips |

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average 546–691 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average 550–697 of those words would be completely decodable.
- *All* is one of the 40 most common words in most samples of written English; in a typical passage of 1,000 words, *all* occurs 2–5 times.
- *Who* is one of the 125 most common words in most samples of written English; in a typical passage of 1,000 words, *who* occurs 1–3 times.