

Lesson 19

Basic Code Spelling Alternatives

✓ 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.

- ✓ Identify the main purpose of a nonfiction/informational text read independently, including what the author wants to answer, explain, or describe (RI.2.6)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational text read independently or between two or more nonfiction/informational texts read independently (RI.2.9)
- ✓ Read and understand decodable text that incorporates the letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ 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 how reasons or facts support specific points the author makes in a nonfiction text read independently (RI.2.8)
- ✓ 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)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Oral Discrimination	board	5
Today's Spellings	Introduction of Spellings for /aw/	board; Vowel Code Flip Book; Spelling Cards for 'aw' > /aw/ (<i>paw</i>), 'au' > /aw/ (<i>Paul</i>); Individual Code Chart; green fine-tip markers	15
Practice	Spellings of /aw/	Worksheets 19.1, 19.2	15
Reading Time	Partner Reading: "Jump!"	<i>Kids Excel</i> ; Worksheet 19.3	25

Oral Discrimination

- Write the following three headers on the board: /æ/, /a/, and ?. Put the number 1 under the /æ/, the number 2 under /a/, and the number 3 under ?.

/æ/	/a/	?
1	2	3

- Tell students you are going to say a list of words. They are to repeat the word after you. As students listen and repeat the word, they should listen specifically for the three different sounds: /æ/ as in *plate*, /a/ as in *pat*, and any other vowel sound that is neither /a/ nor /æ/. When you give the signal, they should raise either one, two, or three fingers to indicate whether the word has an /æ/ sound, /a/ sound, or another vowel sound.
- For example, if you say *plate*, students should raise one finger.
- You should reinforce students' selection of a category for each word by acknowledging the word includes the /a/ sound or the /æ/ sound or neither /a/ nor /æ/, but something else.

- | | |
|----------|-----------|
| 1. sauce | 6. cake |
| 2. pay | 7. can |
| 3. cat | 8. pause |
| 4. day | 9. stake |
| 5. apple | 10. haunt |

Today's Spellings

15 minutes

Introduction of Spellings for /aw/

- Turn to the following page in your Vowel Code Flip Book before you begin.

Vowel Code Flip Book

- 'aw' > /aw/ (*paw*) Vowel Code Flip Book on page 16
- 'au' > /aw/ (*Paul*) Vowel Code Flip Book on page 16

- Write the spelling 'aw' on the board and ask students, "If you saw this spelling in a word, what sound would you say?" (The students should respond with /aw/ as this sound spelling was taught in CKLA Grade 1.)
- Summarize the information: "When we see the letters 'aw', we recognize these letters are working together as a digraph, or letter team, and we say the sound /aw/."

- Write the following 'aw' words on the board and have students read them.

- | | |
|----------|--------------|
| 1. jaw | 6. dawn |
| 2. paw | 7. lawn |
| 3. saw | 8. crawl |
| 4. claw | 9. shawl |
| 5. straw | 10. aw ful |

- Show students the Spelling Card for 'aw' > /aw/ (*paw*). Have students read the sample word. Discuss the power bar. Point out the power bar does not stretch all the way across the card. This means there are some other spellings for this sound students will study later. Explain these spellings are shown in the Vowel Code Flip Book but will not appear in the Readers until students have been introduced to them. Add the Spelling Card to **Vowel Code Flip Book page 16**.
- Ask students to turn to **Individual Code Chart page 9**. Have them outline the card and spelling in green.

Individual Code Chart

1. 'aw' > /aw/ (*paw*) Individual Code Chart on page 9
2. 'au' > /aw/ (*Paul*) Individual Code Chart on page 9

- Repeat the steps for the new spelling 'au' > /aw/ (*Paul*), writing the following words on the board.

- | | |
|-----------|---------------|
| 1. haul | 6. gauze |
| 2. Paul | 7. cause |
| 3. fault | 8. be cause |
| 4. haunt | 9. Au gust |
| 5. launch | |

- Explain 'au' is another way to spell the /aw/ sound. Add the Spelling Card to **Vowel Code Flip Book page 16** and outline the card and spelling in green on **Individual Code Chart page 9**

Spellings of /aw/



Worksheets 19.1, 19.2

See the Pausing Point for students needing additional help with /aw/.

Additional practice may be found in Unit 3 of the *Assessment and Remediation Guide*.

- Ask students to turn to Worksheets 19.1 and 19.2 and have them read the words in the box on Worksheet 19.1.
- Complete the first one or two clues as a class. If students are ready, they may complete the crossword puzzle independently. If not, complete it as a class activity.

Reading Time

25 minutes

Partner Reading: "Jump!"

Introducing the Story



"Jump!"

- In this two-part story, students will learn about a team of girls who are members of a competitive jump rope team. Begin a Venn diagram to compare Parts I and II of "The Soccer Twins" with "Jump!" Tell students as they reread "Jump!", they should think back to the two-part story "The Soccer Twins" to recall details to determine how it is alike and how it is different from the new story. Read the discussion questions to students so they may be thinking of them as they read.

Previewing Spellings

- Write the following words on the board.

'au'	'aw'	Multi-syllable words
paused	dawn	godd ess
Au gust	awe some	con test
	lawn	prac tic ing
	draw	Au gust
		awe some



Worksheet 19.3

Challenging Vocabulary

- In this story, students will encounter some words used in a different context.

1. **nail**—to get something exactly right. “We need to get to the point where we nail it nine times out of ten.”
2. **dusk**—usually the time right after the sun goes down as night is beginning to fall (a synonym for twilight). “We are going to keep practicing from dawn until **dusk**, until we can do the flip in our sleep.”
3. **draws**—to get closer to someone. “Then she **draws** near to Kit.”
4. **muffed**—to have made a mistake. “I muffed the word *dawn* on my spelling test.”

Purpose for Reading

If some pairs finish early during partner time, they may 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.

- Today students will read as partners. Remind them as they read, they will want to think about what in this story is alike and what is different from “The Soccer Twins.”
- Ask students to complete Worksheet 19.3 with their partner after they finish reading.

Wrap-Up

- Bring students back together and use the discussion questions to promote a conversation among students. Remind students to answer in complete sentences. You may wish to record some of the answers on the class Venn Diagram.

Discussion Questions on “Jump!”

1. *Literal* What is the setting of this story? (The story is set at Tenth Street.)
2. *Literal* What is the setting of “The Soccer Twins”? (“The Soccer Twins” is set on a soccer field.)
3. *Literal* How old are the characters in this story? (The characters are teenagers.)
4. *Evaluative* What is alike about both stories? (In both stories, the girls are athletes and practice hard to excel at something they enjoy.)

Supplemental Materials

- Decodable words:

- | | |
|-------------|---------------|
| 1. causes | 10. vault |
| 2. August | 11. sauce |
| 3. fault | 12. faucet |
| 4. auto | 13. gaunt |
| 5. launched | 14. taut |
| 6. haunted | 15. authentic |
| 7. haul | 16. hawk |
| 8. saucer | 17. yawn |
| 9. fraud | 18. paw |

- Decodable homophones:

1. paws—pause

- Phrases and sentences:

1. It's a long haul.
2. haunted house
3. Blake is making hot sauce.
4. The rocket was launched into space.
5. Get water from the faucet.
6. Let's haul the trash to the dumpster.
7. It's not my fault.
8. pole vault
9. We will swim in the lake in August.

- Wiggle Cards:

- | | |
|---------------------------------|-------------------------------|
| 1. yawn | 4. crawl on the floor |
| 2. flap your arms like a hawk | 5. squawk like a chicken |
| 3. pretend to draw on your hand | 6. make your hands into claws |