

Lesson 11

Reading 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)
- ✓ 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*), /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: *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
<i>Reading Time</i>	Whole Group: “The War Starts”	<i>The War of 1812</i> ; Timeline Card 11; tape; Worksheet 11.1	30
<i>Spelling</i>	Introduce Spelling Words	spelling words on index cards; tape; Worksheet 11.2	15
<i>The /k/ Sound and Its Spellings</i>	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
<i>Take-Home Material</i>	Family Letter; “The War Starts”; Alphabetize Words	Worksheets 11.2, 11.4, and 11.5	*

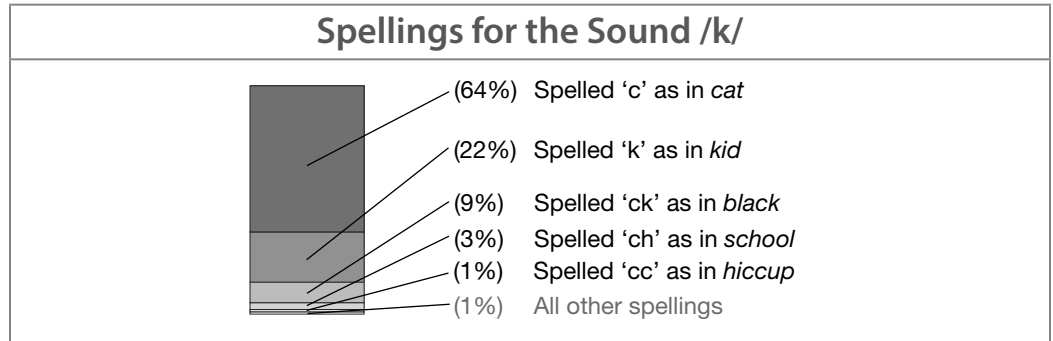
Advance Preparation

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:

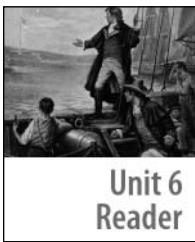
- The spelling 'c' is found at the beginning, in the middle, or at the end of syllables (*cat, act, attic*).
- The spelling 'k' is found at the beginning, in the middle, or at the end of syllables (*kite, skin, cook*).
- The spelling 'ck' is found at the end of syllables, after short vowel sounds (*back, 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



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



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.

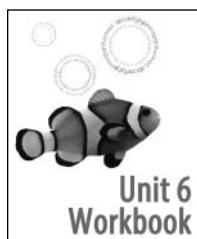
Wrap-Up

- 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.

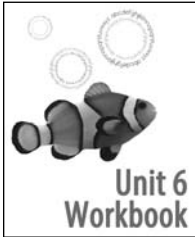
- | | |
|--------------|----------------|
| 1. action | 11. huge |
| 2. addition | 12. judge |
| 3. attention | 13. large |
| 4. caption | 14. locomotion |
| 5. change | 15. nation |
| 6. cottage | 16. nudge |
| 7. direction | 17. option |
| 8. Europe | 18. range |
| 9. fraction | 19. revenge |
| 10.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