

# Lesson 23

## Reading Writing

### ✓ 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 and write words spelled with the following vowel teams: long vowel sounds: 'ai', 'ay' > /ae/, 'ea', 'ey', 'ee' > /ee/; 'oe', 'ow' > /oe/; 'ie', 'igh' > /ie/; short vowel sounds: 'ou', 'o\_e' > /u/; 'ea' > /e/; other vowel sounds: 'oi', 'oy' > /oi/; 'aw', 'au', 'augh', 'al' > /aw/; 'ow' > /ou/; r-controlled vowel sounds: 'er' > /er/; 'or' > /or/; 'ar' > /ar/ (RF.2.3b)
- ✓ Decode two-syllable words with any combination of the following syllable types: closed syllables, magic -e syllables, vowel digraph syllables, r-controlled syllables, open syllables, and consonant -le syllables (RF.2.3c)
- ✓ 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: *Andrew, new* (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>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
<b>Reading Time</b>	<b>Whole Group: “Andrew Jackson”</b>	<i>The War of 1812</i> ; Worksheet 23.1	30
<b>Practice</b>	<b>Alphabetizing to the Second Letter</b>	Worksheet 23.2	15
<b>Writing</b>	<b>Creating Paragraphs</b>	board or chart paper; Worksheet 23.3	15
<b>Take-Home Material</b>	<b>“Andrew Jackson”; Crossword Puzzle</b>	Worksheets 23.4, 23.5	*

## Reading Time

**30** minutes

### Whole Group: “Andrew Jackson”

#### Introducing the Chapter

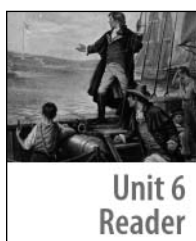
- Tell students that the title of today’s chapter is “Andrew Jackson.”
- Review with students how the attack on Baltimore was different than the attack on Washington, D.C.
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

#### Previewing the Tricky Words

- You may wish to preview the following Tricky Words before reading the chapter:
  - **Andrew**—Students are likely to not know how to pronounce ‘ew’. The word is pronounced /An/ /d/ /r/ /oo/.
  - **new**—Students are likely to not know how to pronounce the word. The word is pronounced /n/ /oo/.

#### 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 “Andrew Jackson” 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.



Chapter 9



Worksheet 23.1

### Vocabulary for “Andrew Jackson”

1. **peace**—a state of no war or fighting (78)
2. **treaty**—a formal agreement between countries (78)
3. **mouth**—the place where a river enters the ocean (80)
4. **general**—a high-ranking officer in the military (82)
5. **orphan**—a child whose parents are no longer alive (84)
6. **knotty**—having many dark marks on wood where branches once grew (84)
7. **hickory**—a tree with very hard wood (84)
8. **ragtag**—disorganized and made up of many different types (84)

- 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. peace         | 5. or   phan     |
| 2. trea   ty     | 6. knott   y     |
| 3. mouth         | 7. hick   or   y |
| 4. gen   er   al | 8. rag   tag     |

### 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 78 and 79**

- Read the title of the chapter together as a class, "Andrew Jackson."
- Preview the vocabulary words *peace* and *treaty*, and discuss the definition of each.
- Tell students to read **page 78** to themselves to find the answer to the question: "What was happening after the attack on Baltimore?"
- When students have finished reading, restate the question and ask students to answer. (Both sides wanted peace but the war went on. The British sent troops to attack New Orleans.)
- Direct students' attention to the image on **page 79**, and read the caption aloud as a class.

### **Pages 80 and 81**

- Preview the vocabulary word *mouth*, and discuss its definition. Note for students that this word can also mean the opening in the face through which food passes into the body.
- Say, "I wonder why the British wanted to attack New Orleans. Let's read **page 80** to find out."
- When students have finished reading, restate the question and ask students to answer. (If the British took New Orleans, they could control trade along the Mississippi River. New Orleans was an important, big port for farmers and traders.)
- Ask, "Who led the U.S. Army?" (Andrew Jackson)
- Direct students' attention to the image on **page 81**, and call on one student to read the caption aloud.

### **Pages 82 and 83**

- Preview the vocabulary word *general*, and discuss its definition.
- Tell students to read **page 82** to themselves to find the answer to the question: "Why did Andrew Jackson dislike the British?"
- When students have finished reading, restate the question and ask students to answer. (When he was a prisoner during the American Revolution, a British officer had ordered Jackson to clean his boots. Jackson refused and the officer struck Jackson with his weapon, leaving a scar on his face.)
- Direct students' attention to the image on **page 83**, and ask students to read the caption to themselves.

### Pages 84 and 85

- Preview the vocabulary words *orphan*, *knotty*, *hickory*, and *ragtag* and discuss their definitions.
- Tell students to read **page 84** to themselves to find the answer to the question: “Why did Jackson’s men call him ‘Old Hickory’?”
- When students have finished reading, restate the question and ask students to answer. (He was as strong as a knotty, old piece of hickory wood.)
- Ask, “Who made up Jackson’s ragtag army?” (Farmers, free African-Americans, Native Americans, and pirates)
- Direct students’ attention to the image on **page 85**, and read the caption aloud as a class.

### Wrap-Up

- Have students complete Worksheet 23.1 independently.

## Practice

15 minutes

### Alphabetizing to the Second Letter



Worksheet 23.2

- Ask students to turn to Worksheet 23.2 and alphabetize words to the second letter independently.
- When students have completed the worksheet, go over the correct answers as a class.
- Ask students to make any corrections on their own worksheet.

## Writing

15 minutes

### Creating Paragraphs



Worksheet 23.3

- Remind students that in the previous lesson you worked on finding the topic sentence for a paragraph.
- Review with students the two definitions that you placed on display in the room:
  - A *paragraph* is a set of sentences on the same topic.
  - A *topic sentence* is one sentence, usually the first, which tells what the paragraph is mostly about.

- Tell students that today you will work on creating a paragraph when a topic sentence has been provided.
- Write the following sentence on the board: *I like summer.*
- Remind students that all of the sentences in the paragraph must be about summer.
- Take a few minutes to generate possible sentences about summer with the students.
- Record these sentences on the board or chart paper.
- After you have about five or six sentences to choose from, write the sentences in paragraph form either on the board, document camera surface, or overhead projector. As you write, point out to students when you are indenting, using capital letters, correct punctuation, etc. Summarize after completing the paragraph by noting that all the sentences are about the topic sentence (i.e., liking summer).
- Ask students to turn to Worksheet 23.3.
- At the top of their page is the following sentence: *I like spring.* Point out that the sentence is indented, indicating that it is the start of a paragraph.
- Ask students to write three sentences of their own that tell about the topic sentence.

## ***Take-Home Material***

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### ***“Andrew Jackson”; Crossword Puzzle***

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- Have students take home Worksheet 23.4 to read to a family member and Worksheet 23.5 to complete.