

Grade 2

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# **Skills 6**

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## **Teacher Guide**

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# Introduction

## UNIT 6 OVERVIEW

This unit is devoted to introducing several new spelling alternatives for vowel and consonant sounds.

In this unit you will introduce the following:

### Spelling Alternatives for Vowel Sounds

- /er/ > 'ar' (*dollar*)
- /er/ > 'or' (*work*)

### Tricky Spellings for Vowel Sounds

- 'ea' > /e/ (*head*)
- 'i' > /ee/ (*ski*)
- 'a' > /o/ (*lava*)

### Spelling Alternatives for Consonant Sounds

- /f/ > 'ph' (*phone*)
- /k/ > 'ch' (*school*)

### Tricky Spellings

The tricky spellings 'ea', 'ar', 'or', 'i', and 'a' are explicitly addressed in this unit. Remember that as more and more tricky spellings are introduced, it increases the challenge that students face when reading. Remind them to use their puzzling skills, such as chunking words into syllables, trying alternative sounds for specific spellings, referring to the Individual Code Chart and Spelling Trees, and using context when they encounter challenging words. If you find that students still need additional practice decoding these tricky spellings, you can choose among tricky spelling activities listed in the Additional Support activities at the end of the lessons and in the Pausing Point.

## Code Knowledge

Students who have mastered the letter-sound correspondences taught in CKLA™ up to this point have learned most of the important letter-sound correspondences they need to read English writing. The ones they have not explicitly studied are relatively rare letter-sound correspondences that come up perhaps once in every 2,000–3,000 words. Most students will be able to decode the occasional unusual spelling by using the puzzling strategies that you have taught them. For this reason, we will continue to encourage you to ask students to use the Individual Code Chart, syllable chunking, and context to puzzle out unfamiliar words. At this point in Grade 2, many students are already reading trade books and other publications that are not controlled for decodability.

Any student who has done well with the program up to this point can be encouraged—or, if you like, required—to read trade books and textbooks written at an appropriate level. Students should be strongly encouraged to self-select reading material. It is important to move students toward taking responsibility for their own learning.

## Tricky Words

Tricky Words are introduced in this unit on an as-needed basis in the context of the different selections included in the Reader. Tricky Words should be taught in the lessons before the reading selections are assigned. When introducing Tricky Words, be sure to draw attention to the parts that are read (and spelled) just as students would expect based on what they have learned so far, and also point out the tricky parts of each word.

The Tricky Words taught in this unit are:

Lesson 5—*Great Britain, Europe, native, Americans, war, signature*

Lesson 11—*imagine, soldier, Washington*

Lesson 13—*iron*

Lesson 15—*special*

Lesson 17—*shoe*

Lesson 19—*Fort McHenry*

Lesson 21—*early, whose, broad, bomb*

Lesson 23—*Andrew, new*

As you introduce new spelling patterns, you will notice that some words previously introduced as Tricky Words can be seen as part of spelling patterns. For example, after you have taught 'ph' as a spelling alternative for /f/, the words *paragraph* and *elephant* no longer need to be treated as Tricky Words. They can be described as members of a larger spelling pattern that includes words like *phone* and *graph*. As spelling patterns are introduced, the corresponding words should be removed from the Tricky Word Wall.

## **Decodable Reader: *The War of 1812***

The Reader for this unit is *The War of 1812*. The Reader covers topics listed in the *Core Knowledge Sequence* under Grade 2 History, War of 1812. The War of 1812 is important historically as it was the first foreign conflict that the United States faced as a young nation.

Students have already been introduced to the topic of the War of 1812 earlier this year in the Knowledge Strand. However, although students have been listening to nonfiction selections in the Knowledge Strand since Kindergarten, this is the first complex, nonfiction text students will read as part of the Core Knowledge Language Arts (CKLA) program.

Reading nonfiction presents different challenges for students than reading fiction. As you know from your experience with the Knowledge domains, it is imperative that students possess the necessary background knowledge to fully understand the text they will be reading. Multiple tools for introducing the unit are included to ensure that students activate prior knowledge. A brief review of early American history using selected images is included at the beginning of the Reader. Materials for the creation of a timeline have also been included. Using the timeline, students will be able to contextualize the events of the War of 1812 as they read the various chapters of the Reader.

Another challenge of nonfiction text is the inclusion of domain-specific vocabulary. For this reason, the Reader also includes a new feature—a glossary—that students will be taught to use to better understand the text they are reading. A copy of the glossary is included at the end of the Activity Book, so students can take it home to use when reading take-home copies of the chapters from the Reader. In addition, there are opportunities for students to use a digital dictionary and a digital glossary, building on their skills in using the glossary in the Reader.

Significant scaffolding is also provided for the lessons in the Reader. Additionally, teacher modeling of note-taking opportunities is included in the lessons. As students progress through the Reader, it may be useful to have them periodically read through the notes that you will leave on display.

In this unit, Reading will occur first in each lesson where it appears. This is a shift from previous units and is done to help prepare students for reading in Grade 3, which also occurs first in every lesson.



## **Timeline Image Cards**

Included in the unit materials are Image Cards for you to arrange in a timeline. These materials will be powerful tools for you to present to students. Find space in your room to display the entire timeline during this unit. You will display specific Timeline Image Cards at various times throughout the unit. At this point in the year, you may find that you can easily take down materials that students no longer reference in order to make a space for these Timeline Image Cards to be displayed. You will likely need to extend the timeline on more than one wall.

## **Close Reading**

With the adoption of the Common Core State Standards, increasing attention has been focused on the practice of close reading. At the Grade 2 reading level, text-dependent questions continue to be the focus. Once again in this unit, direction is included for teachers to utilize a close-reading approach with several chapters from the Reader. These lessons are carefully crafted to focus the student on the text itself and the meanings that can be derived from a close examination of that text. For your convenience, portions of the student Reader text are reproduced within the lessons of this Teacher Guide. However, student referral to the text in front of them is a critical element of close reading. If you wish to read more about close reading or would like to compose some close reading lessons of your own, please visit this website: [achievethecore.org](http://achievethecore.org).

Additionally, you will note that wherever these lessons occur (Lessons 12, 14, 16, 22, 24, and 26 of this unit), the commitment to using decodable text in the Reader and Activity Book does not waiver. This is the first and only unit in Grade 2 with close reading lessons for nonfiction text.

## **Grammar**

In Unit 6, students will continue to review grammar skills introduced in previous units. In addition to the parts of speech that they already know—common and proper nouns; present-, past-, and future-tense verbs; and adjectives—students will learn to identify and use adverbs. The focus of the remaining grammar lessons is on the sentence as a unit. Building on their knowledge of subjects and predicates, students will learn to identify complete versus incomplete sentences. They will also learn to identify run-on sentences, as well as ways to correct these sentences. Finally, they will begin to work on writing increasingly detailed sentences.

## **Spelling**

Weekly spelling lists and assessments continue in this unit. The spelling lists in Lessons 1, 6, and 11 continue to be made up of words with letter-sound correspondences that students have already been taught in CKLA. The spelling lists in Lessons 16, 21, and 26 consist solely of content-based words students have encountered in the Reader.

## Writing

In Grade 2 CKLA, students have thus far practiced writing personal narratives, as well as writing new story endings and story summaries. They have also practiced persuasive writing in the context of a friendly letter. At the end of this unit, they will be introduced to expository or report writing. This form of writing is well suited to the nonfiction text they are reading.

Report writing is focused on organizing information into paragraphs, each with a topic sentence and supporting details. The lessons have been written to build upon what students have learned about the War of 1812. Additional Recommended Resources about the War of 1812 for both the teacher and students are included as part of the digital components for Unit 6. It is highly recommended that you review these resources before students start writing their report.

At this point, students have learned at least one way to write nearly every sound in English, with the exception of the very rare /zh/ as in *treasure*. You should continue to expect, however, that students' drafts will contain some incorrect spellings. At a minimum, the spellings students write in their drafts should be phonemically plausible; that is, students should write a plausible spelling for each sound in the word. Students can be asked to correct misspellings in drafts using the Individual Code Chart, Spelling Trees, and word walls as references. You may want to have more advanced students use a dictionary, both print and digital, to verify spellings. Editing for spelling is incorporated in the writing lessons in this unit and can also be incorporated into supplemental writing assignments. If students have access to computers for writing assignments, you are strongly encouraged to teach them how to use the available spell-check feature.

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## UNIT 6 ASSESSMENT

### Formative Assessments and Additional Support

Throughout this unit, formative assessments are clearly marked for monitoring individual student performance and progress in key skills. Quick “Checks for Understanding” to evaluate classroom performance as a whole are also designated in various lessons.

You will be prompted to assess students' oral reading with the Anecdotal Reading Record, as well to make notes regarding student responses to discussion questions about the chapters they are reading. As in earlier units, specific directions for analyzing errors on weekly spelling assessments are included. You will also be prompted to collect and review activity book pages on the new spelling alternatives and tricky spellings taught in this unit.

Careful attention to this information, collected on a daily basis, will enable you to quickly determine which students may benefit from reteaching and/or more practice in particular skills, using the Additional Support activities found at the end of each lesson.

## Student Performance Assessment

In Lesson 27, you will be prompted to administer a multipart end-of-unit assessment. Students will be asked to answer written comprehension questions about the information they learned from reading *The War of 1812*.

## End-of-Year Assessment

An End-of-Year Assessment for students using the Core Knowledge Language Arts program for Grade 2 is provided, starting in Lesson 33. **You should administer this year-end assessment even if students have not fully completed all units of the Grade 2 CKLA program.**

**Administer the Silent Reading Comprehension Assessment to all students.** The story used will be completely decodable for students who have completed Unit 6.

This assessment allows you to gauge students' independent reading proficiency and comprehension. It also allows you to do additional follow-up assessment for students who may be struggling. You will ask students in the class to silently read a story called "The Young Mouse" and to then answer a set of multiple-choice questions about the story.

The **Fluency Assessment** makes use of the same story, "The Young Mouse," for assessment of reading accuracy and fluency. As you listen to individual students read the story aloud, you will make a running record and take a measurement of fluency. **This section should at least be administered to all students who miss two or more of the eight questions on the Silent Reading Comprehension Assessment.**

**The Word Reading in Isolation Assessment** is a word-reading assessment designed to assess students' ability to read the specific spellings taught or reviewed in Grade 2. Ideally, you should administer this assessment to all students. However, **if time is limited, you may choose to administer this section only to those students to whom you administered the Fluency Assessment, or to those students in your classroom who are most at risk.**

You are strongly encouraged to share the results of this assessment with students' Grade 3 teachers. A summary sheet (**Activity Page 33.3**) is provided that can be passed on to Grade 3 teachers with students' assessment information.

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### PAUSING POINT

An extensive listing of additional activities to teach and practice the Unit 6 skills can be found in the Pausing Point section included after the last lesson. It is strongly recommended that you pause for 4 or 5 days to provide targeted remediation for individual or groups of students in any areas in which they performed poorly on the end-of-unit assessment. In addition, a partner reading lesson for Chapter 13, "Dolley Madison," is included.

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## THE FLUENCY PACKET

See the directions in *The Fluency Packet* for further guidance.

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## TEACHER RESOURCES

In the Teacher Resources section at the end of the Teacher's Guide, you will find forms and charts which may be useful, including the following:

- Discussion Questions Observation Record—Unit 6
- Anecdotal Reading Record—Unit 6
- Glossary for *The War of 1812*
- Spelling Analysis Directions and Analysis of Student Errors for Spelling Assessments (Lessons 5, 10, 15, 20, 25, and 30)
- *The War of 1812* Unit Assessment Analysis
- Fluency Assessment Text
- Word Reading in Isolation Assessment Scoring and Analysis
- Word Reading in Isolation Analysis Record
- Additional Support Activity Pages
- Activity Book Answer Key
- Appendix: Using Chunking to Decode Multisyllable Words

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## ASSESSMENT AND REMEDIATION GUIDE

A separate publication, the *Assessment and Remediation Guide*, provides further guidance in assessing, analyzing, and remediating specific skills. This guide can be found online at [ckla.amplify.com](http://ckla.amplify.com). Refer to this URL for additional resources, mini-lessons, and activities to assist students who experience difficulty with any of the skills presented in this unit.

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## **ADDITIONAL MATERIALS NEEDED IN UNIT 6**

Some additional materials (most typically available in Grade 2 classrooms) are needed for specific lessons of Unit 6. These materials are always listed in the Lesson at a Glance chart at the beginning of each lesson. For your convenience, a complete list of these additional materials is included here. The number in parentheses indicates the first lesson in which the materials are used:

- unruled 4" x 6" or 5" x 7" white index cards (1)
- paper clips (1)
- thin-tipped red markers, one per student (1)
- examples of nonfiction books, including one about cats (2)
- brown, green, and yellow paper; marker; and tape for Spelling Trees (3)
- thin-tipped green markers, one per student (3)
- thin-tipped blue markers, one per student (3)
- chart paper (5)
- digital components: Throughout this unit and others, whenever the lesson suggests the teacher model the completion of an activity page or prepare a chart to display, you may use the digital version provided in the digital components for this unit. (1)

## SPELLING ALTERNATIVES

## Introduce /f/ &gt; 'ph'

## PRIMARY FOCUS OF LESSON

**Foundational Skills**

Students will identify the following spelling alternatives: /n/ > 'n' and 'kn', /r/ > 'wr' and 'r', /w/ > 'w' and 'wh', /j/ > 'g' and 'j', and /f/ > 'f', 'ff', and 'ph'. [RF.2.3f]

Students will decode words with /f/ > 'f', 'ff', and 'ph' and fill in blanks in sentences with words that have /f/ > 'ph'. [RF.2.3f]

**Language (Grammar, Spelling)**

Students will identify common nouns, proper nouns, adjectives, and verbs in written sentences, will distinguish between the past, present, and future tense in written sentences, and will identify the correct use of apostrophes.

[L.2.1d,e; L.2.2c]

Students will read and alphabetize words with /n/ > 'n' and 'kn', /r/ > 'wr', 'r', and 'rr', /w/ > 'w' and 'wh', /j/ > 'g' and 'j', and /f/ > 'f', 'ff', and 'ph', and the Tricky Word *Britain*. [RF.2.3f; L.2.2d]

## FORMATIVE ASSESSMENT

Activity Page 1.1

Practice /f/ > 'ph'

[RF.2.3f]

Activity Page 1.2

Parts of Speech and Apostrophes

[L.2.1d,e; L.2.2c]

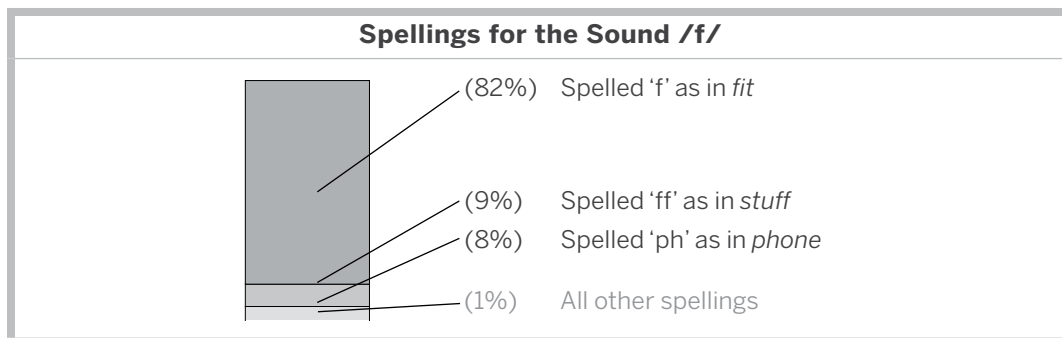
## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Speedy Sound Hunt (Phonics)	Whole Group	10 min.	❑ Individual Code Chart
Introduce /f/ > 'ph' (Phonics)	Whole Group	20 min.	❑ Consonant Code Flip Book ❑ Spelling Card for /f/ > 'ph' ( <i>phone</i> ) ❑ Individual Code Chart ❑ red markers ❑ prepared 'ph' word cards ❑ Activity Page 1.1
<b>Language (Grammar, Spelling)</b>			
Review Nouns, Adjectives, Verbs, and Apostrophes	Whole Group	10 min.	❑ Activity Page 1.2
Introduce Spelling Words	Whole Group	20 min.	❑ prepared word cards ❑ tape ❑ Activity Page 1.3
<b>Take-Home Material</b>			
Family Letter; Alphabetize Words			❑ Activity Pages 1.3, 1.4

## ADVANCE PREPARATION

### Note to Teacher

In this lesson, you will teach a spelling alternative for the /f/ sound: 'ph' as in *phone*. Students should already know the basic code spelling 'f' as in *fit* and the spelling alternative 'ff' as in *stuff*. The following chart shows which of these spellings is most common for the /f/ sound.



Here are some patterns for you to be aware of:

- 'f' is the most common spelling for the /f/ sound. It is used in initial position (*fun, fig*), in final position (*leaf, deaf*), in the initial consonant clusters *fl-* and *fr-* (*flop, fresh*), in the final consonant clusters *-ft, -fth, and -lf* (*lift, fifth, elf*), and with separated digraphs (*safe, life*).
- Only 'f' and 'ph' are used at the beginning of words and syllables.
- 'f', 'ff', and 'ph' are used at the end of words and syllables.
- 'ff' is commonly found after "short" vowels written with single-letter spellings; thus we write *stiff* but *beef*.
- 'ph' is used mainly to spell words borrowed from Greek; it is used in the consonant cluster *-mph* (*lymph*).
- Words with final /f/ tend to keep the spelling they have in the root form, even when suffixes beginning with a vowel sound are added: *leaf* > *leafy*; *oaf* > *oafish*; *stuff* > *stuffy*.
- Note that there is one spelling for the /f/ sound that appears on the code chart but is not taught here: 'gh' as in *tough*.

### Foundational Skills

- You may wish to tab Consonant Code Flip Book page 9 for Introduce /f/ > 'ph'. Also have the Spelling Card listed in the Lesson at a Glance chart, student Individual Code Charts, and red markers readily available.



- Write each of the following words on an index card for Introduce /f/ > 'ph': *phone, graph, phantom, phase, phonics, Joseph, elephant, dolphin, phrase, trophy, photo, alphabet, pharmacy, orphan, Philip, autograph, sphere*. You will use these cards again in the next lesson.

### ➤ **Digital Component 1.1**

- Create an enlarged version of Activity Page 1.1 (Digital Component 1.1) to display for Introduce /f/ > 'ph', or use the digital version.

### **Language**

- Write the alphabet vertically on the board/chart paper as a reference for students, as needed; most students have internalized the alphabet sequence so they are able to alphabetize words on their own. You will not be “matching” words to the alphabet as you did in the early lessons of Unit 5.
- Write this week's spelling words on index cards for Introduce Spelling Words, underlining the targeted spelling alternative. Have paper clips handy for folding over the cards to display partial words for the alphabetizing activity.

### **Universal Access**

- Gather pictures, or the actual objects, for the following words for Introduce /f/ > 'ph': *phone, graph, elephant, dolphin, trophy, pharmacy, autograph, and sphere*.

## Lesson 1: Spelling Alternatives

## Foundational Skills



## Primary Focus

Students will identify the following spelling alternatives: /n/ > 'n' and 'kn', /r/ > 'wr' and 'r', /w/ > 'w' and 'wh', /j/ > 'g' and 'j', and /f/ > 'f', 'ff', and 'ph'. **[RF.2.3f]**

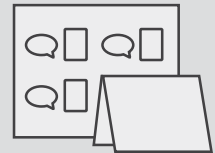
Students will decode words with /f/ > 'f', 'ff', and 'ph' and fill in blanks in sentences with words that have /f/ > 'ph'. **[RF.2.3f]**

## SPEEDY SOUND HUNT (10 MIN.)

## Individual Code Chart

1. 'n' and 'kn' > /n/ (**page 4**)
2. 'wr' and 'r' > /r/ (**page 5**)
3. 'w' and 'wh' > /w/ (**page 5**)
4. 'g' and 'j' > /j/ (**page 2**)
5. 'f' and 'ff' > /f/ (**page 3**)

## Code Materials



- Review each spelling with the Speedy Sound Hunt game, saying the following instructions:
  - Say, "You will begin with the Individual Code Chart closed on your desk. I will tell you a sound. All of the sounds will be consonant sounds. When I say 'go', I want to see who can raise their hand first to tell me the page number where I will find that sound. I will call on that student. Then, I will call on others to tell me all of the spellings for the sound."
  - Then say, "I am thinking of the sound (insert sound from the box). Ready? Go!"
  - Call on one student to give you the page number from the Individual Code Chart for the sound.
  - Then, call on other students to tell you the different spellings for each sound. The page numbers for the Individual Code Chart have been included in the box.
  - When reviewing the spellings for /f/, point out that there are two /f/ spellings that they have not yet learned. Note that students will learn one of those spellings today: 'ph' can be used to represent /f/.

## INTRODUCE /f/ > 'PH' (20 MIN.)

- Tell students that today's letter-sound correspondence can be found on the following page of the Consonant Code Flip Book:

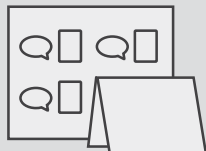
Consonant Code Flip Book	Individual Code Chart
1. /f/ > 'ph' ( <i>phone</i> ) <b>page 9</b>	1. /f/ > 'ph' ( <i>phone</i> ) <b>page 3</b>

- Tell students that they are going to practice /f/ > 'ph'.
- Remind students that they have learned /f/ as 'f' in *fit*, and /f/ as 'ff' in *stuff*.
- Show students the Spelling Card for /f/ > 'ph' (*phone*). Have students read the sample word. Discuss the power bar. Add the Spelling Card to the Consonant Code Flip Book.
- Tell students that today's letter-sound correspondence can be found on **page 3** of the **Individual Code Chart**.

**Note:** The Tricky Words *paragraph*, *elephant*, *alphabet*, and *humph* can now be understood by students as part of a larger spelling pattern. They should now be removed from the Tricky Word Wall if you have one.

- Hand out the red markers. Have students turn to **page 3** of the **Individual Code Chart**. Guide students in outlining the appropriate card on the chart.
- Have students look at the Individual Code Chart. Ask students which of the spellings they have learned for /f/ has the longest power bar. ('f')
- Tape the prepared cards on the board/chart paper, one at a time, circling the spellings that stand for /f/: *phone*, *graph*, *phantom*, *phase*, *phonics*, *Joseph*, *elephant*, *dolphin*, *phrase*, *trophy*, *photo*, *alphabet*, *pharmacy*, *orphan*, *Philip*, *autograph*, *sphere*.
- Read each word aloud as a class. Point out that the 'ph' spelling for /f/ can occur at the beginning, middle, or end of a word.

### Code Materials



### Foundational Skills

#### Foundational Literacy Skills

Before reading words with 'ph', tell students you will show them pictures or objects that represent some of the words they will hear. You may want to select fewer words to read, focusing on those that are more familiar and easily depictable.

## ➤ Digital Component 1.1

- Have students turn to Activity Page 1.1 while you display the digital version.
- Have the class read the 'ph' words on the activity page aloud.
- Ask students to circle the spelling for /f/ in each word. Point out that the 'ph' spelling can occur at the beginning, middle, or end of words.
- Briefly discuss the meaning of any words that students may not know.
- Read the words a second time.
- Now, tell students to silently read the words in the box on the back of the activity page.
- Have students fill in the blanks in the sentences using the words in the box, either independently or as a teacher-guided activity.



### Activity Page 1.1: Practice /f/ > 'ph'

Collect and review Activity Page 1.1. Students who did not correctly identify letters that stand for /f/ may benefit from additional practice. See the Additional Support activities at the end of the lesson.

## Activity Page 1.1



## Challenge

Ask students to identify other spellings for the /f/ sound. ('gh' > /f/) Write the words *enough*, *laugh*, *cough*, and *tough* on the board. Have students write these words on the bottom of Activity Page 1.1 and circle the letter(s) that make the /f/ sound.

## Lesson 1: Grammar, Spelling

# Language



### Primary Focus

Students will identify common nouns, proper nouns, adjectives, and verbs in written sentences, will distinguish between the past, present, and future tense in written sentences, and will identify the correct use of apostrophes.

**[L.2.1d,e; L.2.2c]**

Students will read and alphabetize words with /n/ > 'n' and 'kn', /r/ > 'wr', 'r', and 'rr', /w/ > 'w' and 'wh', /j/ > 'g' and 'j', and /f/ > 'f', 'ff', and 'ph', and the Tricky Word *Britain*. **[RF.2.3f; L.2.2d]**

### REVIEW NOUNS, ADJECTIVES, VERBS, AND APOSTROPHES (10 MIN.)

- Tell students that today you will review several parts of speech.
- Begin by asking students to define *noun*. (*A noun is a word that names a person, place, or thing.*)
- Ask students to tell you the difference between a common noun and a proper noun. (*A common noun names anything in general; a proper noun names a specific person or place, and begins with a capital letter.*)
- Ask students for examples of common and proper nouns. (*Examples might include boy, park, Ted, Washington Park, etc.*)
- Next, ask students to define *adjective*. (*An adjective is a word that describes a noun.*)
- Ask students for examples of adjective-noun pairs. (*Examples might include tall tree, blue sky, etc.*)
- Ask students to define *verb*. (*A verb is a word that shows action.*) Ask them to give several examples of verbs. (*Examples might include run, swim, think, sing, etc.*)
- Ask students to explain what an apostrophe in a word means. (*It can indicate a contraction, taking the place of letters to combine two words into one, such as in can't; -'s at the end of a word can show ownership; the person, or owner, owns something.*)
- Ask students for examples of words with an apostrophe as part of a contraction. (*Examples might include shouldn't, didn't, wasn't, etc.*)

### Support

Prompt students to identify examples of parts of speech in the following manner:

Nouns: ask students to identify a person, a place, and a thing. Adjectives:

provide several nouns and ask students to use an adjective to describe each.

Verbs: ask students to say a word that shows an action they do.

- Ask students for examples of word pairs showing ownership. (*Examples might include Jayden's book, Eva's backpack, Mrs. Carter's chair, etc.*)
- Have students turn to Activity Page 1.2 and do the first item as an example. Note that a "key" is provided for each item so students will know how many parts of speech to identify in each sentence (*box around Sisters Forever; wiggly line under is; arrow from good to film; circle around film*).
- Ask students to complete only the front of the activity page independently as you circulate through the room.
- When students have finished, have them turn to the back of the activity page.
- Review past, present, and future tense by completing the back of the activity page as a teacher-guided activity.
- At the bottom of the page, have students complete the section on apostrophes independently.

## Activity Page 1.2



### Activity Page 1.2: Parts of Speech and Apostrophes

Collect and review Activity Page 1.2. Students who did not correctly identify parts of speech, verb tenses, and/or use of apostrophes may benefit from additional practice.

## INTRODUCE SPELLING WORDS (20 MIN.)

- Write the following headers in columns on the board/chart paper: /n/, /r/, /w/, /j/, /f/.
- Introduce each spelling word, except the Tricky Word.

- |            |             |
|------------|-------------|
| 1. noise   | 11. jolly   |
| 2. night   | 12. ginger  |
| 3. kneel   | 13. gentle  |
| 4. wrinkle | 14. margin  |
| 5. ripple  | 15. photo   |
| 6. ferret  | 16. dolphin |
| 7. whistle | 17. graph   |
| 8. window  | 18. finish  |
| 9. western | 19. traffic |
| 10. jungle |             |

**Tricky Word: Britain**

**Note:** Pay special attention to words with the 'ph' spelling for /f/ as this is a new spelling.

- Point out that the spelling words this week target consonant sounds with spelling alternatives (underlined on the index cards you prepared in advance).
- Ask students to guide you in sorting the words into the proper column as indicated in the following chart.
- Ask students to use each word orally in a sentence to make sure they understand the meaning of each word.

/n/	/r/	/w/	/j/	/f/
noise	wrinkle	whistle	jungle	photo
night	ripple	window	jolly	dolphin
kneel	ferret	western	ginger	graph
			gentle	finish
			margin	traffic

- Introduce the Tricky Word *Britain*, explaining that this is the name of an island located in Europe. Tape the word on the board/chart paper next to the sorted chart.
- Tell students that you will now put the words in alphabetical order on another part of the board/chart paper. Fold over the cards as you did in Unit 5, and paper clip them so that just the first letter shows.

- Ask: “Do you see any words that begin with ‘a’? No ... ‘b’? Yes, *Britain* begins with ‘b.’” (Tape the card for *Britain* to the board/chart paper some distance away from the alphabet.) “‘c’? No. ‘d’? Yes, I have a ‘d’ card. So I will tape the card with the word that starts with ‘d’ under the word *Britain*. Any words with ‘e’? No. ‘f’? Yes, I have two cards that begin with ‘f’. I wonder how we know which one to put first? Let me fold over the card to show one more letter.” (Fold the cards so the ‘fe’ and ‘fi’ are visible.) “Oh, I see. ‘e’ comes before ‘i’ in the alphabet, so I will put ‘fe’ card under the ‘d’ card and before the ‘fi’ card.”
- Continue in this way through the cards.
- Unfold the cards and read the words aloud with students.
- Tell students that the words are now in alphabetical order.

- |            |             |
|------------|-------------|
| 1. Britain | 11. margin  |
| 2. dolphin | 12. night   |
| 3. ferret  | 13. noise   |
| 4. finish  | 14. photo   |
| 5. gentle  | 15. ripple  |
| 6. ginger  | 16. traffic |
| 7. graph   | 17. western |
| 8. jolly   | 18. whistle |
| 9. jungle  | 19. window  |
| 10. kneel  | 20. wrinkle |

- If possible, leave the words on display until the assessment, so students can refer to them during the week.
- Tell students that they will take home Activity Page 1.3 with this week’s spelling words to share with a family member.

~~~~~  
End Lesson  
 ~~~~~

# Take-Home Material

## **FAMILY LETTER; ALPHABETIZE WORDS**

- Have students take home Activity Page 1.3 to share with a family member and Activity Page 1.4 to complete.

Activity Pages  
 1.3, 1.4





## Lesson 1: Foundational Skills Remediation

# Additional Support

### DECODABLE WORDS, SENTENCES, AND PHRASES

- Use the following lists of words, sentences, and phrases to extend your lessons.

#### Decodable Words

- |               |               |               |
|---------------|---------------|---------------|
| 1. physical   | 7. philosophy | 13. sphere    |
| 2. telephone  | 8. phrase     | 14. triumph   |
| 3. paragraph  | 9. photograph | 15. geography |
| 4. atmosphere | 10. emphasis  | 16. dolphin   |
| 5. phase      | 11. alphabet  | 17. homophone |
| 6. hemisphere | 12. graph     | 18. gopher    |

#### Sentences and Phrases

1. Sophie is singing into the microphone.
2. Ralph is speaking to Joseph on the telephone.
3. In geography class, we learned that Earth is a sphere.
4. This is a photo of Philip.
5. The dolphin swam right up to Phyllis.
6. The class is reciting the alphabet.
7. This story has five paragraphs.
8. A frog is an amphibian.

## Wiggle Cards

1. Pretend to talk on the phone.
2. Pretend to sing into a microphone.
3. Pretend to snap a photo.
4. Say the alphabet.
5. Act triumphant.
6. Name an amphibian.
7. Pretend to be a dolphin.

## MORE HELP WITH SPELLING ALTERNATIVES

### Word Sort

- Using a pocket chart or chart paper, create a column for each spelling of /f/: 'f', 'ff', and 'ph'.
- Write the following words on index cards.

- |            |           |             |
|------------|-----------|-------------|
| 1. scuff   | 7. proof  | 13. photo   |
| 2. graph   | 8. lift   | 14. phonics |
| 3. friend  | 9. phrase | 15. rift    |
| 4. stuff   | 10. taffy | 16. forest  |
| 5. phone   | 11. fast  |             |
| 6. dolphin | 12. puffy |             |

- Give students the word cards. Have them read their words and place them under the correct spelling column.
- Then, read all the sorted words in each column.

### Moon Shot

- Copy one game board (**Activity Page TR 1.1**) for each pair of students.
- Create three sets of cards for each pair of students using the templates:
  - word cards using Spelling Alternatives (**Activity Page TR 1.2**)
  - Good to Go Cards (**Activity Page TR 1.3**)
  - Problem Cards (**Activity Page TR 1.4**)

- Provide some **small tokens** as playing pieces.
- Have students take turns drawing word cards. If a student reads the word card correctly, then he or she can draw a Good to Go card and follow the directions on the card. If a student does not read the word correctly, then he or she will draw a card from the Problem Cards pile and follow the instructions on that card.
- The first student to make it to the “moon” is the winner.

### Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average 856 to 926 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average 860 to 927 of those words would be completely decodable.

The spelling pattern 'ph' is usually pronounced /f/ as in *phone*. However, the letters can also stand for two separate sounds, as in *uphold*.

READING

# Text Features in Informational Text

## PRIMARY FOCUS OF LESSON

### Reading

Students will learn about the difference between fiction and nonfiction books, will be introduced to various genres of nonfiction texts, and will display an understanding of nonfiction texts by correctly identifying features of nonfiction genres. **[RI.2.5]**

### Foundational Skills

Students will read words with the following spelling alternatives: /n/ > 'n' and 'kn', /r/ > 'wr' and 'r', /w/ > 'w' and 'wh', /j/ > 'g' and 'j', and /f/ > 'f', 'ff', and 'ph'.

**[RF.2.3d,f]**

Students will read word pairs with n/ > 'n' and 'kn', /r/ > 'wr' and 'r', /w/ > 'w' and 'wh', /j/ > 'g' and 'j', and /f/ > 'f', 'ff', and 'ph', and will answer yes/no questions on whether bolded spellings in the word pairs stand for identical sounds. **[RF.2.3e]**

## FORMATIVE ASSESSMENT

Activity Page 2.1

Scavenger Hunt

**[RI.2.5]**

Activity Page 2.2

Sound Comparison

**[RF.2.3d,f]**

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Reading</b>			
Introduce Nonfiction	Whole Group	30 min.	<ul style="list-style-type: none"> <li>❑ <i>The Cat Bandit</i></li> <li>❑ <i>The War of 1812</i></li> <li>❑ nonfiction book about cats</li> <li>❑ additional nonfiction books as indicated</li> <li>❑ Activity Page 2.1</li> </ul>
<b>Foundational Skills</b>			
Baseball Game (Phonics)	Whole Group	15 min.	❑ prepared word cards
Sound Comparison (Phonics)	Whole Group	15 min.	❑ Activity Page 2.2
<b>Take-Home Material</b>			
Practice /f/ > 'ph'			❑ Activity Page 2.3

## ADVANCE PREPARATION

### Note to Teacher

In this lesson, you will introduce students to various genres and formats of nonfiction. You will need to have a copy of *The Cat Bandit* as well as a nonfiction trade book about cats. Additionally, you will need to collect examples of the following genres and formats of nonfiction: history, biography, science, atlas, newspaper, magazine, and (if feasible) a website. Try to pick examples that you think may be of interest to students. For biography, you may wish to display a mix of book-length biographies and shorter articles, such as a biographical profile from a magazine.

Create displays around the room, grouping and numbering similar genres together. For example, a group of history books might be numbered '1', a group of science books might be numbered '2', and so on. Be sure to include a copy of the Unit 6 Reader *The War of 1812* in the group of history books. Students will need to access these materials as they do the scavenger hunt activity in the lesson.

This would be a good time to arrange a presentation by a school librarian who can show students how to find books, including nonfiction books, in your school library.

You will notice that Reading comes first in this lesson. Throughout this unit, Reading will be taught first in the lessons, rather than Foundational Skills. This is the first and only unit in Grade 2 during which students will read a nonfiction Reader. Having the Reading segment of the lesson first will help students focus their attention on reading the more challenging nonfiction text in the Reader. In addition, having the Reading segment first will prepare students for CKLA Grade 3 instruction in which Reading comes first in each lesson.

### Reading

- Gather a copy of *The Cat Bandit* as well as a nonfiction trade book about cats.
- Collect and display examples of nonfiction genres as described above.

### ➤ Digital Component 2.1

- Create a T-chart on the board/chart paper as follows or prepare to use the digital version (Digital Component 2.1).

<i>The Cat Bandit</i>	Cats

- Prepare to pair students for the scavenger hunt.

### Foundational Skills

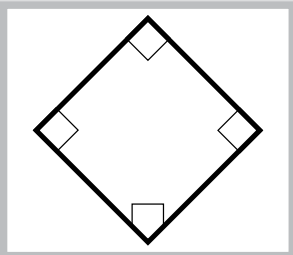
- Gather the spelling word index cards and the 'ph' word cards that you prepared for the previous lesson; these will be used in the Baseball Game.
- Prepare the following additional word cards for the Baseball Game:

1. knead	13. wrath	25. while
2. knee	14. wrist	26. white
3. knife	15. wreath	27. whine
4. know	16. wreck	28. wheeze
5. knight	17. write	29. biography
6. knit	18. wren	30. microphone
7. knock	19. wrench	31. paragraph
8. knot	20. whack	32. philosophy
9. knob	21. whim	33. physical
10. wrap	22. whale	34. triumph
11. wrestle	23. wheat	35. asphalt
12. wrapping	24. wheel	

- Draw a baseball diamond on the board/chart paper.

### Universal Access

- You may wish to prepare to record student responses about the definitions of fiction and nonfiction somewhere in the room on a poster or the board/chart paper for future reference by students.



## Lesson 2: Informational Text

# Reading



**Primary Focus:** Students will learn about the difference between fiction and nonfiction books, will be introduced to various genres of nonfiction texts, and will display an understanding of nonfiction texts by correctly identifying features of nonfiction genres. **[RI.2.5]**

## INTRODUCE NONFICTION

- Tell students that books and texts that we read can be grouped into two different categories or genres. The genres are called fiction and nonfiction.
- Tell students that fiction is an invented or “made-up” story (i.e., an author creates fiction stories and books from his or her imagination). They are not stories that actually happened. Remind students of the Reader *The Cat Bandit*. Ask if anyone remembers what *The Cat Bandit* was about. (*It was about a mischievous cat that loved to eat different kinds of food.*)

### ➤ Digital Component 2.1

- Direct students’ attention to the T-chart you prepared in advance.
- Ask students for some characteristics of the book *The Cat Bandit*. Record students’ answers on the T-chart. You may want to remind students of the various terms you have used throughout the year in talking about stories (e.g., characters, setting, and plot). Responses may include:
  - fiction or “made-up” story about a pet cat created by the author
  - based on the author’s imagination
  - All of the cat bandit’s adventures are highly unlikely (i.e., it is unlikely that an actual cat would have all of these adventures, be so clever, and eat all the things the cat bandit ate).
  - Pictures were drawn by an illustrator based on his or her imagination to accompany the events in the stories.
- Next, show students the nonfiction book about cats that you have available.
- Tell students that nonfiction books are true and contain facts that provide information about the subject.
- Take a few minutes to thumb through the book in front of the class, showing some pictures of real cats and reading a few facts.





- Ask students to help you record some characteristics of the nonfiction book about cats. Some responses might include:
  - There are no stories with invented characters, settings, or plots.
  - It is about real cats.
  - It contains facts and information about cats.
  - The pictures may include actual photographs, though there may be illustrations as well.
- Tell students that fiction books are made up of stories with characters, settings, and plots that have been created by authors. Fiction books do often incorporate elements that *could* be real (e.g., families can have pet cats that get into lots of things).
- State that nonfiction books include facts and information about real-life things. People read nonfiction books when they want to learn about a specific topic or person.

**Note:** You may consider recording these two definitions in the manner in which you prepared for in advance.

- Tell students that in the Knowledge strand, they have listened to both fiction and nonfiction read-alouds. Ask students to identify several examples of each. (*Responses for fiction domains might include Fairy Tales and Tall Tales, Greek Myths, or any of the individual stories they have heard. Nonfiction domain examples might include The Ancient Greek Civilization, The U.S. Civil War, Cycles in Nature, Insects, and so on.*)
- Explain that there are many specific kinds of nonfiction and that you have prepared some displays of different books around the room.

## History

- Explain that one type of nonfiction book that tells about events that happened in the past is a history book.
- Ask students what history is. (*History is a record of things that happened in the past.*)
- Show students the display of history books. Show students a copy of the Reader for Unit 6, pointing out that it is a history book as well. Although students have listened to many nonfiction selections during the Knowledge strand, this is the first nonfiction Reader that students will encounter during the Skills part of CKLA in Grade 2.
- Ask students if any of them has ever read any nonfiction history books. If so, ask what the book was about. (Students may also wish to discuss history selections they have heard read aloud in the Knowledge lessons.)

- Ask students if there are any parts of history that they are interested in and about which they would like to learn more. Encourage them to use the word *history* in their responses: “I would like to learn more about the history of . . .”

## Biography

- Explain that biography is another genre of nonfiction. Explain that a biography is a particular type of history book. Like all history books, biographies tell about the past, but biographies focus specifically on a person’s life. A biography may be about a person who is still alive today.
- Show students the display of biographies.
- Ask students if any of them has ever read (or listened to) a biography. If so, ask who it was about. (*Answers may vary.*)
- Ask students if there are people they are interested in and would like read a biography about. Encourage them to use the word *biography* in their responses: “I would like to read a biography about . . .”

## Science

- Repeat the same steps for science books, introducing several titles on display. Talk with students about the science nonfiction books they have read or heard read aloud, and about the science topics they would like to learn about.

## Atlas

- Introduce an atlas, and explain that this is a special kind of nonfiction book called a reference book. This particular type of reference book is called an atlas and is filled with maps.
- Show students one or two of the maps in the atlas.
- Explain that an atlas can also appear in other formats besides books, such as online.

## Newspapers

- Hold up a newspaper, and tell students what you are holding.
- Explain that newspapers generally have articles about things that are currently taking place, are about to happen, or have already happened. These kinds of articles are nonfiction.
- Ask students if they have ever looked at a newspaper. (*Answers may vary.*)
- Leaf through different parts of the paper, pointing out different sections, such as news and sports articles, as well as weather coverage, all of which are forms of nonfiction. Locate the comics if included in the paper, and ask students whether they think the comics are nonfiction or fiction. (*fiction*)

## Activity Page 2.1



### Support

Reduce the number of questions to be answered from the scavenger hunt, or specify which ones in particular you want the students to complete.



### Reading

#### Understanding Text Structure

##### Entering/Emerging

Work with a small group of students and rephrase the statements on Activity Page 2.1 to be yes/no questions about genre features (e.g., “Does an atlas include maps?”).

##### Transitioning/Expanding

Have students work in a small group to complete Activity Page 2.1 with guidance as needed.

##### Bridging

Have students complete Activity Page 2.1 with minimal guidance.

## Magazines

- Hold up a news magazine or another magazine with mostly nonfiction content.
- Explain that many magazines print news and other nonfiction content. Others may print fictional stories.

## Websites

- Point out that some websites on the Internet also focus on nonfiction topics.
- If possible, show students an example or a printout from one or more nonfiction websites.

## Scavenger Hunt

- Tell students that they will now go on a scavenger hunt to help them remember the kinds of nonfiction they learned about in this lesson.
- Pair students. Emphasize that students must work together but should keep their answers hidden from the other teams as they will be in competition with the other teams. Suggest that they keep their papers covered as they move about the room.
- Ask students to turn to Activity Page 2.1. Each team should use only one activity page and write both team members’ names on the Name: line.
- Provide students with any rules that you feel may be necessary for moving about the room (e.g., no running, only three teams at a time at any one display). Tell students that when you say, “Go!” each team should read an item on the activity page and then decide which display of books is the correct answer for that item and write the number of the display on the blank line. The point is not to be the fastest, but to try to answer all of the items correctly.
- Tell students that when they think they have completed the scavenger hunt, they are to be seated on the floor (or some other appropriate area in your classroom) to wait for everyone else.
- After all teams have finished, review the answers with the class.



## Activity Page 2.1: Scavenger Hunt

Collect and review Activity Page 2.1. Students who had difficulty identifying nonfiction genres may benefit from additional time reviewing texts from different genres.

### Lesson 2: Sound Comparison

# Foundational Skills



#### Primary Focus

Students will read words with the following spelling alternatives: /n/ > 'n' and 'kn', /r/ > 'wr' and 'r', /w/ > 'w' and 'wh', /j/ > 'g' and 'j', and /f/ > 'f', 'ff', and 'ph'.

**[RF.2.3d,f]**

Students will read word pairs with n/ > 'n' and 'kn', /r/ > 'wr' and 'r', /w/ > 'w' and 'wh', /j/ > 'g' and 'j', and /f/ > 'f', 'ff', and 'ph', and will answer yes/no questions on whether bolded spellings in the word pairs stand for identical sounds. **[RF.2.3e]**

#### BASEBALL GAME (15 MIN.)

- Shuffle all the cards you prepared in advance.
- Divide the class into two teams, having one team at a time come to the front of the room and line up in front of the board/chart paper. (You may choose to have students stay seated and divide the class into teams by the formation in which they are seated.)
- Each team takes a “turn at bat” as follows:
  - Set a timer for ten minutes, and tell students that whichever team has the most runs when the timer rings is the winning team. Point out that accuracy is important, but so is speed in reading words quickly. The more turns that players have to read words, the more likely their team is to score runs.
  - Pick a card from the pile and ask the first person on the team to read it aloud. If the word is read correctly, draw a line from home plate to first base, signifying a “hit.” This player then goes to the back of his team’s line, while the next player comes forward to read the next card. If he or she reads the word correctly, draw a line from first to second base. Play continues this way.

- If the fourth player reads the word correctly, draw a line from third base to home plate and mark “1 run” for the team.
- Play continues for this team so long as no words are misread; when a word is misread, the next team takes its turn at bat.
- Collect the word cards for use in Lesson 5.

### SOUND COMPARISON (15 MIN.)

- Ask students to turn to Activity Page 2.2.
- Read through each word pair as a class. Ask students to check *yes* or *no* in the box beside each word pair depending on whether or not the bolded letters stand for the same sound. Complete the front side of the activity page as a teacher-guided activity.
- Ask students to turn over the activity page and read the words in the box as a class.
- Depending on students’ abilities, have students complete the back of the activity page independently or as a teacher-guided activity.

#### Activity Page 2.2



#### Activity Page 2.2: Sound Comparison

Collect and review Activity Page 2.2. Students who had difficulty determining if the bolded letters in each word pair stand for the same sound may benefit from additional practice.

End Lesson

## Take-Home Material

### PRACTICE /F/ > ‘PH’

- Have students take home Activity Page 2.3 to complete.

#### Activity Page 2.3



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## Lesson 2: Foundational Skills Remediation

# Additional Support

### MORE HELP WITH SPELLING ALTERNATIVES

#### Practice /f/ > 'ph'

- Provide each student with a copy of **Activity Page TR 2.1**.
- Read each word together. Discuss which letters make the /f/ sound and have students circle them.
- Have students select at least two words to write in sentences at the bottom of the page.

#### Swim to the Finish

- Make one copy of the Game Board Template (**Activity Page TR 2.2**) for each group of up to four students, or create a similar game board on poster board.
- Gather the word cards from the Baseball Game, earlier in this lesson.
- Have each student write his or her name at the top of a column or "swim lane."
- Shuffle the word cards from the lesson and place them in a pile. Have each student pick a card.
- If the student reads the word correctly, then he or she may place a check mark in one of the squares of his or her "swimming lane." If a student does not read the word correctly, he or she may not check a square.
- Each student gets only one chance to read a word during his or her turn. Regardless of whether the student reads his or her word correctly, play then moves to the next student.
- The first person to reach the end of the pool wins.

## 3

## SPELLING ALTERNATIVES AND READING

# Introduce /e/ > 'ea' and Text Features in Informational Text

**PRIMARY FOCUS OF LESSON****Reading**

Students will identify the table of contents and the glossary in *The War of 1812*, will learn how these text features are organized, will review the introduction to the Reader with the guidance of the teacher, and will demonstrate understanding of the chronology of events by arranging timeline cards in the correct sequence.

[RI.2.5; RI.2.7; L.2.4e]

**Foundational Skills**

Students will read words with /e/ > 'ea', and will complete fill-in-the blank sentences with words featuring /e/ > 'ea'. [RF.2.3b]

**FORMATIVE ASSESSMENT**

Exit Pass

Describe a Timeline

[RI.2.5; RI.2.7]

Activity Page 3.1

Fill in the Blank Practice /e/ > 'ea'

[RF.2.3b]

## LESSON AT A GLANCE

	Grouping	Time	Materials
Reading			
Introduce the Reader	Whole Group	30 min.	<input type="checkbox"/> <i>The War of 1812</i> <input type="checkbox"/> Timeline Cards 1–10, 19, 20 <input type="checkbox"/> tape
Introduce the Timeline			
Foundational Skills			
Introduce /e/ > 'ea' (Phonics)	Whole Group	30 min.	<input type="checkbox"/> Vowel Code Flip Book <input type="checkbox"/> /e/ and /ee/ Spelling Trees <input type="checkbox"/> Spelling Card for /e/ > 'ea' ( <i>head</i> ) <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> green markers <input type="checkbox"/> prepared leaves <input type="checkbox"/> tape <input type="checkbox"/> Activity Page 3.1
Take-Home Material			
Fiction or Nonfiction?			<input type="checkbox"/> Activity Page 3.2



## ADVANCE PREPARATION

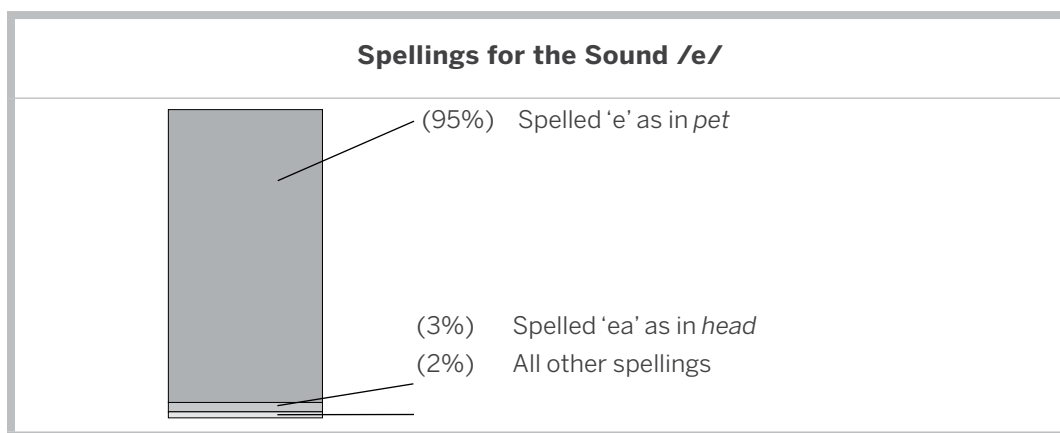
### Note to Teacher

The Unit 6 Skills components include a set of twenty Timeline Cards depicting events in early American history that you will use to create a visual timeline to help students contextualize the time period during which the War of 1812 took place.

Prior to the lesson, survey the wall space in your classroom to determine an appropriate place to create a timeline. It is important that the timeline be readily accessible to students. If possible, place the timeline on one or more classroom walls at students' eye level.

You may want to cut out a strip of bulletin board paper long enough to eventually accommodate all twenty of the Timeline Cards, and tape it to the classroom wall(s). You may also want to identify the start of the timeline by writing the date 1492 at the top or bottom of the timeline. [This is where Timeline Card 1 (Christopher Columbus) will be placed during the lesson.] At the end of the timeline, you may want to write the date 1865 at the top or bottom. [This is where Card 20 (Lee surrenders to Grant) will be placed.] It is fine if the timeline wraps around a corner and continues on a second wall.

Today you will teach a spelling alternative for the /e/ sound: 'ea' as in *head*. The following chart shows you that 'e' is, by far, the most common spelling for this sound. However, there are more than 200 words that have /e/ spelled 'ea', so it is important that students learn this spelling alternative. Students should already know the basic code spelling 'e' as in *pet*. The 'ea' spelling is likely to be unfamiliar to many students, although some may have learned to decode this spelling during independent reading.



Here are some patterns for you to be aware of:

- The sound /e/ is very rarely used at the end of a word (*eh, yeh*).
- The /e/ sound is usually spelled with an 'e' at the beginning of a word (*exit, elephant, end*).
- The 'ea' spelling for /e/ appears most often in the middle of a word, with a consonant spelling on either side (*head, bread*).
- Note that there is one spelling for the /e/ sound that is not taught in CKLA: 'ai' as in *said, captain, and again*. Words with this pattern will continue to be introduced as Tricky Words.

## Reading

- Prepare space for a timeline as previously described.
- Gather previously prepared Wiggle Cards to use during the Reading lesson if students need a break while reviewing the "Introduction to *The War of 1812*."
- Prepare to group students into small groups to discuss the Timeline Cards.

## Foundational Skills

- You may wish to tab Vowel Code Flip Book page 3 for Introduce /e/ > 'ea'. Also have the Spelling Card listed in the Lesson at a Glance chart, student Individual Code Charts, and green markers readily available.
- Prepare a new branch for the /e/ Spelling Tree (from Unit 4).
- Prepare the following new leaves for the Spelling Tree: *head, bread, dead, dread, thread, spread, tread, sweater, breath, and health*.

## ➤ Digital Component 3.1

- Create an enlarged version of Activity Page 3.1 (Digital Component 3.1) to display for Introduce /e/ > 'ea', or use the digital version.

Lesson 3: "Introduction to *The War of 1812*"

## Reading



**Primary Focus:** Students will identify the table of contents and the glossary in *The War of 1812*, will learn how these text features are organized, will review the introduction to the Reader with the guidance of the teacher, and will demonstrate understanding of the chronology of events by arranging timeline cards in the correct sequence. [RI.2.5; RI.2.7; L.2.4e]

## INTRODUCE THE READER (20 MIN.)

- Show students the front cover of the Reader, *The War of 1812*. Explain that this is their first nonfiction Reader.

## Reader



Page 2



## Check for Understanding

Ask students to explain the genre of nonfiction. (*Nonfiction is about true events, people, places, or things in the real world.*)

- Tell students that this Reader describes a war that happened a long, long time ago, beginning in the year of 1812. Our young country, the United States, battled against Great Britain.
- Remind students that earlier in Grade 2, they completed a domain in the Knowledge strand on the War of 1812, so the information they will learn in this unit should be familiar to them.
- Now, ask students to look back at the cover and tell you what they see. Prompt students as needed so they notice and describe the following features of the illustration:
  - Based on the way the men are dressed, the images seems to depict a time period long ago.
  - They should observe that the men are on a boat.
  - Point out that the younger boy is resting his arm on a cannon.
  - Guide students in understanding that a cannon was a type of weapon used long ago in wars, so this boat is probably a warship.
  - The men are looking toward the land and the American flag.

- Ask students to turn to the table of contents and identify how many chapters there are in this Reader. (13) Also point out that the Reader has an introduction. Remind students that the table of contents is helpful in finding the starting pages of each chapter so they can quickly find their place when reading.
- Share with students that this Reader has a new feature that they have not seen in a Reader before. It is called a glossary. Tell students that a glossary is placed at the end of a book. Guide students in finding the glossary in their own Reader. Tell students that the glossary contains definitions of important vocabulary words that occur in the Reader. Ask students why they think a glossary might be helpful. (*It provides explanations and information for words a person might not know a lot about.*)

**Note:** A copy of the glossary is provided in Teacher Resources for your reference.

- Read the first six words aloud in the glossary; then point out the first letter of each word: **a**nthem, **a**rmy, **b**ranch, **B**ritish, **C**apitol, **c**harge. Ask students if they notice a pattern in how the words are arranged. (Students should see that the words are organized in alphabetical order.) Ask students why they think a glossary would be organized in alphabetical order. (*It organizes information in a logical way and helps make information easy to locate.*)
- Point out that there is information provided after each word. Read the definition for *British* as an example of the kind of definition they will find for words in the glossary.
- Now ask students to turn to **page 12**, while holding their place within the glossary. Point out the bolded word *British* and explain that whenever a word is bolded in the text, it means that it is included in the glossary. Have students verify that *British* is in the glossary. Explain that when they are reading, if they come to a bolded word that they do not understand, they can always look it up in the glossary.
- Ask students to look back at the table of contents and find the page on which the introduction begins. Have them turn to that page. (*page 2*)
- Note that the pages of the introduction include images and simple captions. Remind students that a caption provides basic information that lets us know what the image is about. During this lesson, you will discuss only the first six pages of the introduction as a way to activate students' background knowledge.

- Using the following suggestions, discuss the images on **pages 2–7** in order to provide context for learning about the War of 1812. You can start by having students read each caption and share their first impressions and what they already know about each image. If students provide only partial information, elicit more comprehensive background information by asking leading questions and/or elaborating upon students' responses.

**Note:** Students who completed the CKLA Grade 1 sequence should be familiar with these topics as they were covered in the Knowledge domain *A New Nation: American Independence*.

### **A New Nation: American Independence**

- Read the title of this section, and remind students that the United States as we know it today did not always exist.
  - **The United States, Great Britain, and France**—This image shows the continents of North America and Europe, with the countries of the United States, Great Britain, and France labeled. Remind students that a long time ago, the country where they live today, the United States, was not divided into fifty separate states. Native Americans lived throughout North America, but it was not as populated (not as many people living in one area) as it is today. Point out that the Atlantic Ocean divides the United States from Great Britain and France. Even though these two countries are far away from the United States, they both played an important role in early American history.
  - **Christopher Columbus**—(Note for students that the letters 'Ch' in *Christopher* in the caption sound like /k/.) In 1492, an explorer named Christopher Columbus sailed from Spain to look for a quicker route to India and China, places where there were desirable goods such as gold and spices. Columbus thought he had reached India, so he called the people he encountered "Indians." He actually had landed in and explored North America. Columbus made four voyages altogether.
  - When people heard about Columbus and his travels, other explorers set off to travel across the ocean to the New World. There were many explorers from European countries, including France and England.
  - **The Pilgrims**—The Pilgrims were a group of people from England (what later became Great Britain) who sailed to America on a ship called The Mayflower to start a new life. The Pilgrims came to North America so they could have the freedom to practice their own religion. Their first winter in New England was very hard as the Pilgrims were not used to the weather and did not know how to grow food in the new land. They depended on the help of Native Americans for their survival. The first Thanksgiving celebrated their first successful harvest.

- **The Revolutionary War**—The Revolutionary War took place when America's thirteen colonies fought for their independence from Great Britain. To be independent means to be free from the control of others; the colonies wanted to form their own rules and no longer pay taxes to Great Britain. The United States won the war.

## The American Government

- Read the title of this section and tell students that the early colonists were determined to govern their new nation differently than how Great Britain was governed.
- **The Declaration of Independence**—This document was signed on July 4, 1776. The United States declared, or stated, their independence from Great Britain. The signing of the Declaration of Independence is celebrated each summer on the Fourth of July. The document lists the natural rights that the Founding Fathers believed all people have. The Declaration of Independence includes the famous line, “all men are created equal” and that they have the right to “Life, Liberty, and the Pursuit of Happiness.”
- **The Constitution**—This is another important document of the United States. The Constitution is the highest law in the United States, and it shapes the laws that affect many aspects of American life. It details how the country should be governed. A man named James Madison (he was later elected to be the fourth president) created a plan that shaped the Constitution. For this reason, he is called the “Father of the Constitution.” The Constitution starts with the phrase *We the People*. This means that the Constitution is meant to represent the people of the United States. The content of the Constitution can only be changed by the people or their representatives.
- **The Founding Fathers**—(Note for students that the letter ‘a’ in *Fathers* in the caption sounds like /o/.) George Washington, John Adams, Thomas Jefferson, and James Madison were the first four presidents after the United States won its independence from Great Britain. A person becomes a president by being elected by the people of the United States. Washington, Adams, Jefferson, and Madison were each elected by the people to lead the United States as its president. They did not have the power that a king has, but had to work with others to make big decisions and pass laws. These four men were also part of a larger group of men called the Founding Fathers. The Founding Fathers created and signed the Declaration of Independence and then later the Constitution.

## The British Government

- Read the title of this section, and tell students that Great Britain had a very different form of government than the United States.

- **King George III**—The king of Great Britain was not elected into this position by the people he ruled. Instead, he became king because he was a son of a king. The British people did not have a choice. King George III ruled in Great Britain during the Revolutionary War and the War of 1812. King George III could make his own rules and did not have to get other people to agree with his decisions.
- **Where Parliament meets**—(Note for students that the letters ‘ia’ in *Parliament* in the caption sound like /ə/.) This is the part of the British government responsible for making laws. The reigning British king or queen is the head of Parliament. During the 1700–1800s, the king (or queen) made the final decision regarding any laws and did not need the support of Parliament.

**Note:** This is a long time for Grade 2 students to sit and listen. Feel free to take a break using the Wiggle Cards.

### Early Colonial Life

- Read the title of this section and remind students that when the United States was a young country, life was very different than today.
  - **The 13 original colonies**—Point out that in the beginning, the United States was not as large a country as it is now. Remind students that people came to live in the thirteen colonies for different reasons, such as to have religious freedom or to look for riches.
  - **Colonial farmers**—(Note for students that the letter ‘i’ in *Colonial* in the caption sounds like /ee/.) Point out that people living in the new country survived through agriculture (living off the land through farming).
  - **American port**—Ask students to look back at the map of France and Great Britain on **page 2**. Explain that the United States sold goods such as cotton and tobacco to these countries. Ships carried goods from the United States across the Atlantic Ocean to Great Britain and France. French and British ships also brought other goods back to the United States. Transatlantic trade was therefore important for both making money and for receiving goods.
  - **Westward expansion**—Over time, people began to move west and explore the land of North America. Pioneers were people who went to explore or live in a place that they didn’t know very much about. There were people, referred to as Native Americans, already living in these areas. Native Americans had been living on the land for a long time before the pioneers came to explore and claim land for the United States. Sometimes the meetings and interactions between the pioneers and Native Americans were peaceful, and sometimes they were not.

- Stop here in your review of the introduction. Tell students that they now have an idea of the history and events leading up to the War of 1812. They will review and discuss the remaining images in the introduction once they start reading about the War of 1812.

## INTRODUCE THE TIMELINE (10 MIN.)

- Introduce the concept of a timeline. Point out the timeline wherever you have decided to display it in the room. Explain that this is a way to organize and visually represent historical events in the order in which the events took place. (Students should already be familiar with the concept of timelines through their work in the Knowledge lessons.)
- Tell students that you are going to use images to represent the early history of the United States and that they will help you place them on the timeline.

**Note:** At this time, you will only display Timeline Cards 1–10, 19, and 20 on the timeline. The remaining cards will be placed on the timeline during subsequent lessons as students read about the events of the War of 1812.

- Tell students that you will be showing them images that depict the same period in history and the historical events that they just discussed while examining the introduction in the Reader.
- Shuffle Timeline Cards 1–10 and pass them out to groups of students. Ask students to study the cards and be prepared to describe the image on the card and come forward to place their card in the correct chronological order on the timeline.
- Point out the starting point on the timeline and the date 1492 and ask if anyone remembers what important event took place on this date. Ask whoever has the image card of Christopher Columbus to come forward and place the card on the timeline.
- Encourage students to refer to the order that the images in the introduction are arranged to determine which images come next.
- Call on each group to place their card on the timeline. Lightly tape each card to the timeline, as you may need to go back and rearrange the cards as more cards are placed on the timeline. Once all cards have been placed and are correct, tape the cards more securely to the timeline.

**Note:** Here is a list of the timeline cards used in this lesson, numbered in chronological order, with a description of each included for your reference:

- Timeline Card 1 (An image from a painting of Christopher Columbus landing in the New World)

## Support

As students are looking for the corresponding date for their information, ask probing questions about text features or information in the text that will help guide their thinking.



## Language

### Learning About How English Works

#### Entering/Emerging

Support students in using connecting words when deciding where their timeline card will be placed (e.g., *today*, *then*).

#### Transitioning/Expanding

Have students use more connecting words and phrases when deciding where their timeline card will be placed (e.g., *after*, *a long time*, *first/next*).

#### Bridging

Have students use a wide variety of connecting words and phrases when deciding where their timeline card will be placed (e.g., *for example*, *after that*, *eventually*).



- Timeline Card 2 (A Pilgrim man)
- Timeline Card 3 (The Boston Tea Party)
- Timeline Card 4 (Paul Revere's ride warning of the British attack)
- Timeline Card 5 (The Declaration of Independence)
- Timeline Card 6 (Thomas Jefferson)
- Timeline Card 7 (George Washington)
- Timeline Card 8 (The U.S. Constitution)
- Timeline Card 9 (James Madison)
- Timeline Card 10 (Pioneers moving west)

**Note:** Timeline Cards 11–17 are described in the lessons in which they are addressed.

- Now show Timeline Cards 19 and 20. Explain that these images show another period of American history that students have studied earlier this year in Knowledge. If students do not immediately recognize the images, point out that these men were involved in the Civil War: Abraham Lincoln, the president during the Civil War; Robert. E. Lee, a military leader for the Confederacy (the South); and Ulysses S. Grant, a military leader for the Union (the North).
- Tell students that you are going to place these cards at the end of this particular timeline, and then tape the cards to the timeline.
  - Timeline Card 19 (Abraham Lincoln)
  - Timeline Card 20 (Grant and Lee sign documents to end the U.S. Civil War)
- Close the lesson by pointing out that the timeline shows a series of events in early American history. Point to the blank area of the timeline in which no cards are taped, and ask if students can guess what events will be placed here. (*War of 1812 events*)

- Note that the War of 1812 occurred before the Civil War. Explain that as students read each chapter about the War of 1812, they will add more cards to this blank space in the timeline.



### Exit Pass: Describe a Timeline

Have students write a quick description of how a timeline can help you understand what you've read.

## Lesson 3: Spelling Alternatives

# Foundational Skills



**Primary Focus:** Students will read words with /e/ > 'ea', and will complete fill-in-the blank sentences with words featuring /e/ > 'ea'. [RF.2.3b]

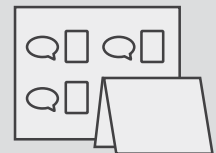
### INTRODUCE /E/ > 'EA' (30 MIN.)

- Turn to **page 3** of the **Vowel Code Flip Book**.

Vowel Code Flip Book	Individual Code Chart
1. 'ea' > /e/ ( <i>head</i> ) <b>page 3</b>	1. 'ea' > /e/ ( <i>head</i> ) <b>page 7</b>

- Tell students that today they will work with words that include the spelling 'ea'.
- Point to the /ee/ Spelling Tree and remind students that they have already learned that the 'ea' spelling can stand for /ee/, as in *eagle*, *beast*, *mean*, *easy*, *scream*, and *Easter*. Have students read existing 'ea' words on the /ee/ Spelling Tree and/or suggest new words with 'ea' spelling sounded /ee/. (*Answers may vary.*)
- Explain that today students will learn a new sound that 'ea' can represent: the 'ea' spelling for /e/.
- Remind students that they have already learned many words in which the spelling 'e' is /e/, as in *pet*, *get*, and *set*.
- Turn to **page 3** of the **Vowel Code Flip Book**, and put the Spelling Card on the appropriate space. Discuss the power bar.

### Code Materials



### Challenge

Have students think of a word that uses the 'ea' spelling for /e/ and use it in a sentence.

- Tell students that today's letter-sound correspondence can be found on **page 7** of the **Individual Code Chart**.
- Hand out the green markers. Have students turn to **page 7** of the **Individual Code Chart**.
- Guide students in outlining the appropriate card on the chart.
- Shuffle the prepared leaves with the 'ea' spellings.
- Hold up a leaf you prepared, and call on a student to read the word and identify the spelling for /e/. Have the student tape the leaf to the appropriate branch.
- Have students look at the Individual Code Chart. Ask students which of the spellings they have learned for /e/ has the longest power bar. ('e') Explain that 'e' is used more than 'ea' as a spelling for /e/ in words.

### ➤ **Digital Component 3.1**

- Ask students to turn to Activity Page 3.1 while you display the digital version.
- Have students read the words in the box together as a class.
- Complete the activity page as a teacher-guided activity.

#### Activity Page 3.1



#### Activity Page 3.1: Fill in the Blank

Collect and review Activity Page 3.1. Students who did not correctly use words with /e/ > 'ea' may benefit from additional practice at a later time.

End Lesson

## Take-Home Material

### FICTION OR NONFICTION?

- Have students take home Activity Page 3.2 to complete.

#### Activity Page 3.2



### Lesson 3: Foundational Skills Remediation

# Additional Support

## DECODABLE WORDS, SENTENCES, AND PHRASES

- Use the following lists of words, sentences, and phrases to extend your lessons.

### Decodable Words

- |            |            |             |
|------------|------------|-------------|
| 1. head    | 7. steady  | 13. bread   |
| 2. read    | 8. lead    | 14. breath  |
| 3. instead | 9. spread  | 15. wealth  |
| 4. death   | 10. health | 16. feather |
| 5. dead    | 11. meant  | 17. heaven  |
| 6. weather | 12. dread  | 18. leather |

### Decodable Homophones

1. led—lead
2. red—read
3. whether—weather

### Sentences and Phrases

- |                                       |  |
|---------------------------------------|--|
| 1. under the weather                  | 8. This is good weather for a picnic!      |
| 2. dead ringer                        | 9. I need a loaf of bread.                 |
| 3. head over heels                    | 10. The sun is making me sweat.            |
| 4. hit the nail on the head           | 11. It's so cold that I can see my breath. |
| 5. lost his head                      | 12. feather in your cap                    |
| 6. Spread the peanut butter on bread. | 13. in over my head                        |
| 7. He placed the hat on his head.     | 14. share the wealth                       |

## Wiggle Cards

1. Tap your head.
2. Spread your arms.
3. Take a deep breath.
4. Pretend to knead bread.
5. Act like you are sweating.

## Chain

1. threat > thread > bread > dread > read > head > lead > dead > deaf > death

## MORE HELP WITH THE /E/ SOUND AND ITS SPELLINGS

### Word Block

- Make one copy of the game board (**Activity Page TR 3.1**) for each pair of students.
- Make copies of the template word cards (**Activity Page TR 3.2**) and create two sets of cards with the following words written on one or both sides:

- |              |             |             |
|--------------|-------------|-------------|
| 1. breakfast | 11. spread  | 21. death   |
| 2. bread     | 12. sweat   | 22. breath  |
| 3. dead      | 13. sweater | 23. heaven  |
| 4. lead      | 14. thread  | 24. read    |
| 5. head      | 15. instead | 25. threat  |
| 6. health    | 16. tread   | 26. pencil  |
| 7. dread     | 17. steady  | 27. mention |
| 8. deaf      | 18. leather | 28. pebble  |
| 9. meant     | 19. feather | 29. elbow   |
| 10. wealth   | 20. weather | 30. lemon   |

- Have students take turns drawing a card from the pile and then reading the word on the card. If the student correctly reads the card, he or she may place it in any square on the grid.

- The object of the game is to try to get five cards in a straight line (horizontally or vertically) before the other player. Students can use their cards to block an opponent from getting five in a row, as well as to try to get five of their own cards in a row.

### Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average 860–927 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average 860–933 of those words would be completely decodable.

The spelling 'ea' can be pronounced /ee/ as in *meat* or /e/ as in *head*.

## 4

## READING

# Informational Text

**PRIMARY FOCUS OF LESSON****Reading**

Students will listen to the read-aloud “America in 1812, Part I,” will answer literal and inferential questions about key details in the text, and will identify details about the history of the United States after the Revolutionary War based on information in the read-aloud. **[RI.2.1; RI.2.3; RI.2.7]**

**Foundational Skills**

Students will read words featuring /e/ > ‘ea’. **[RF.2.3b]**

**FORMATIVE ASSESSMENT****Observation**

**Discussion Questions** “America in 1812, Part I”

**[RI.2.1; RI.2.3]**

## LESSON AT A GLANCE

	Grouping	Time	Materials
Reading			
Introduce the Read-Aloud	Whole Group	40 min.	❑ <i>The War of 1812</i> Flip Book (from the Knowledge Strand)
Read Aloud “America in 1812, Part I”			
Foundational Skills			
Baseball Game (Phonics)	Whole Group	20 min.	❑ prepared word cards



## ADVANCE PREPARATION

### Note to Teacher

During the Knowledge portion of CKLA, you are helping children build a broad foundation of general knowledge. The nonfiction read-aloud in today's lesson is one that students heard earlier in Grade 2 during the domain *The War of 1812*. The read-aloud will be used to provide context for the unit Reader, *The War of 1812*, as well as provide another opportunity for you to model for students how to read nonfiction. It is also recommended that you use the Flip Book for *The War of 1812* domain to show the images to students as you share the read-aloud.

### Reading

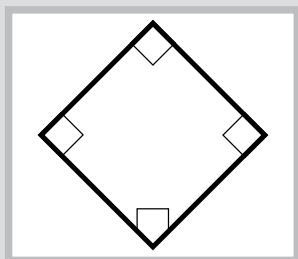
- Make a copy of the blank Discussion Questions Observation Record provided in Teacher Resources. In lessons in which discussion questions are included about a particular chapter, be sure to call on a different student to answer each question. Make notes about each student's response in the Discussion Questions Observation Record.

### Foundational Skills

- Gather word cards from Lesson 1 (i.e., spelling cards and cards with 'ph'), and prepare the following word cards for the Baseball Game:

- |            |             |
|------------|-------------|
| 1. head    | 9. thread   |
| 2. read    | 10. bread   |
| 3. instead | 11. dread   |
| 4. death   | 12. sweat   |
| 5. dead    | 13. breath  |
| 6. weather | 14. wealth  |
| 7. feat    | 15. weather |
| 8. threat  | 16. sweater |

- Draw a baseball diamond on the board/chart paper.



## Lesson 4: “America in 1812, Part I”

## Reading



**Primary Focus:** Students will listen to the read-aloud “America in 1812, Part I,” will answer literal and inferential questions about key details in the text, and will identify details about the history of the United States after the Revolutionary War based on information in the read-aloud. **[RI.2.1; RI.2.3; RI.2.7]**

**INTRODUCE THE READ-ALoud (5 MIN.)**

- Direct students’ attention to the timeline that you created together in Lesson 3.
- Discuss the timeline events as a class. Point out that many events are missing in the middle of the timeline.
- Tell students that you will share a read-aloud that students heard earlier in Grade 2 Knowledge to help them remember what was happening in the United States before the War of 1812.
- Tell students that the read-aloud you are going to share is “America in 1812, Part I.”

**READ ALoud “AMERICA IN 1812, PART I” (35 MIN.)**

- Read aloud the following excerpts from the Grade 2 Knowledge domain *The War of 1812*. Be sure to stop at the Checks for Understanding to gauge students’ comprehension of the text.

**“America in 1812, Part I”****Show Image 1A-1: Colonists in the colonies**

From 1775 to 1783 America fought Great Britain for independence. This conflict was called the Revolutionary War. Against all odds, America won! What had been the thirteen original colonies officially became the United States of America. After gaining independence, the American people did not want kings or

queens governing them anymore. Americans wanted to create a new kind of government. They wanted to be able to elect individuals to represent the people and act with their best interests in mind. They wanted a government that was “by the people, for the people.”



### Show image 1A-2: The Constitutional Convention

To help create the new form of government, several elected leaders met in Philadelphia in May and June of 1787. Some leaders who could not attend, such as Thomas Jefferson and John Adams, wrote down their ideas. Together this group of leaders became known as “the Founding Fathers.” The Founding Fathers’ ideas all came together in a document called the U.S. Constitution.



### Show Image 1A-3: The Constitution

The Constitution became the framework for the American government. A man named James Madison had a clear vision of how the United States should govern itself. James Madison is known as “the Father of the Constitution” because he put all of the ideas together by writing the Constitution with the help of George

Washington and others. He also became the fourth president of the United States.



#### Reading

##### Listening Actively

##### Entering/Emerging

Reframe the questions to be yes/no questions.

##### Transitioning/Expanding

Encourage students to discuss the questions with a partner.

##### Bridging

Encourage students to discuss the questions with a partner, providing evidence to support their answer.



#### Check for Understanding

1. **Literal.** What’s the name of the document that became the framework for the American government?
  - » the Constitution
2. **Literal.** Who is the Father of the Constitution?
  - » James Madison



### Show Image 1A-4: Map of America in 1805

For many years after the Revolutionary War, the United States grew larger and wealthier. New states, such as Vermont, Kentucky, Tennessee, Ohio, and Louisiana, were added. New territories were also settled. In 1803, President Thomas Jefferson purchased the Louisiana Territory from France. This purchase

more than doubled the size of the United States.



### Check for Understanding

1. **Literal.** What was the name of the area of land the United States purchased from France?

» the Louisiana Territory; the Louisiana Purchase



### Show Image 1A-5: England and France fighting

Meanwhile, across the Atlantic, France and Britain went to war against each other. This series of wars became known as the Napoleonic [/nə\*poe\*lee\*on\*ik/] Wars, named after the French leader at the time, Napoleon Bonaparte. Napoleon Bonaparte

wanted to make France the most powerful nation in the world. Britain was determined to stop him. The United States considered both France and Great Britain to be its friends. It did not want to get involved in these costly and destructive wars. Even though the Napoleonic Wars were being fought all the way across the Atlantic Ocean, they greatly affected the United States.



### Show Image 1A-6: Busy American port

Much of the United States' growth during this time depended upon trade with France and Great Britain. Britain and France had many merchant, or trading, ships. These ships sailed across the Atlantic to trade goods with the United States, Canada, and with many of the British- and French-owned islands in the

Caribbean. For example, the United States sent flour and tobacco to France and Great Britain. Great Britain and France received sugar and coffee or cocoa from other countries.

Both countries wanted to stop the other from trading with the United States. They each also tried to prevent the other from getting money and supplies. They also did not want the United States to choose sides.



### Show Image 1A-7: Map of shipping trade routes

To keep the French from trading with the United States, the British blockaded, or blocked, several U.S. ports. They also blocked several important ports in Europe. This seriously hurt U.S. trade. France and Britain both had large naval fleets positioned in the

Atlantic Ocean to attack each other's ships. To make matters worse, the British and the French began to seize, or capture, American ships loaded with valuable cargo. It became almost impossible to safely transport goods from the United States to foreign ports. It was also more and more difficult for Americans to receive much-needed goods.



### Show Image 1A-8: Impressment of sailors by the British navy

Merchant ships weren't the only ships in the sea! The United States and Great Britain also had naval ships. Life in the British navy was not easy. Conditions on their naval ships were terrible, and punishments were harsh.

Because of this, the British navy had a hard time finding men who wanted to be sailors. To get more sailors, the British began to capture men from other countries' ships and force them to join the

British navy. Sometimes these sailors were British deserters. However, more times than not, the sailors who were seized weren't even British. But that did not stop the British from doing it. They even seized many U.S. sailors. This practice of forcing men into the British navy was called *impressment*.



### Show Image 1A-9: Naval ship USS *President*

The impressment of U.S. citizens upset the American people and the U.S. government. As time went on, the United States found that it was losing more and more valuable cargo, sailors, money, and even ships. They demanded that the British stop impressing American sailors. But the British refused.

### Wrap-Up

- Tell students you will give them a Think-Pair-Share question. They should think about the question, and then turn to a neighbor and discuss the question.
- Tell them that you will then call on several students to share what was discussed.

### Discussion Question for “America in 1812, Part I”

1. **Inferential. Think-Pair-Share** What did the British do that angered the United States?
  - » The British were stopping U.S. ships, stealing their cargo, and capturing, or impressing, U.S. sailors. They also blockaded U.S. ports.



### Observation: Discussion Questions

Call on a different student to answer each question in the Checks for Understanding. Note students' names and performance in the Discussion Questions Observation Record, using the codes provided.

Lesson 4: /e/ > 'ea'

# Foundational Skills



**Primary Focus:** Students will read words featuring /e/ > 'ea'. [RF.2.3b]

## BASEBALL GAME

- Shuffle all the cards that you have prepared (spelling word cards from Lesson 1, 'ph' word cards from Lesson 1, and cards from Advance Preparation in this lesson).
- Divide the class into two teams, having one team at a time come to the front of the room and line up in front of the board/chart paper. (You may choose to have students stay seated and divide the class into teams by the manner in which they are seated.)
- Each team takes a “turn at bat” as follows:
  - Set a timer for ten minutes, and tell students that whichever team has the most runs when the timer rings is the winning team. Point out that accuracy is important, but so is speed in reading words quickly. The more turns that players have to read words, the more likely their team is to score runs.
  - Pick a card from the pile, and ask the first person on the team to read it aloud. If the word is read correctly, draw a line from home plate to first base, signifying a “hit.” This player then goes to the back of his team’s line, while the next player comes forward to read the next card. If he or she reads the word correctly, draw a line from first to second base. Play continues this way.
  - If the fourth player reads the word correctly, draw a line from third base to home plate and mark “1 run” for the team.
  - Play continues for this team so long as no words are misread; when a word is misread, the next team takes its turn at bat.

## Lesson 4: Foundational Skills Remediation

## Additional Support

## MORE HELP WITH THE /E/ SOUND AND ITS SPELLINGS

## Practice Sentences for /e/ &gt; 'ea'

- Give each student a copy of **Activity Page TR 4.1**.
- Read aloud the sentences with students. Together, identify the words with the /e/ sound. Have students underline those words.
- Then, have students identify and circle the letter(s) that make the /e/ sound in those words.
- Next, have students make a list of the all the words they underlined at the bottom of the page, or on another piece of paper. Have students read the words aloud.

## Race to the Top

- Copy the following words onto individual index cards:

1. breakfast	11. spread	21. death
2. bread	12. sweat	22. breath
3. dead	13. sweater	23. heaven
4. lead	14. thread	24. read
5. head	15. instead	25. threat
6. health	16. tread	26. pencil
7. dread	17. steady	27. mention
8. deaf	18. leather	28. pebble
9. meant	19. feather	29. elbow
10. wealth	20. weather	30. lemon

- Make one copy of the game templates for each pair of players (**Activity Pages TR 4.2, TR 4.3**). Provide a **small token** for each student to use as a marker.
- Each student gets his or her own ladder and a set of word cards. Students flip over a card and if they read the word correctly, they can move their marker up a space; if they misread a word, they fall down a rung. First one who gets to the top of the ladder wins.



## 5

## ASSESSMENT

# Spelling Assessment

## PRIMARY FOCUS OF LESSON

**Language**

Students will spell dictated words featuring /n/ > 'n', /r/ > 'wr' and 'r', /w/ > 'w' and 'wh', /j/ > 'g' and 'j', and /f/ > 'f', 'ff', and 'ph', and will write three of the words in alphabetical order. [RF.2.3e; L.2.2d]

**Reading**

Students will read “Trouble with the British” with purpose and understanding, will utilize text features such as the table of contents to locate chapters and the glossary to clarify the meaning of words, and will answer multiple-choice questions about key details in the text. [RF.2.4a; RI.2.1; RI.2.4; RI.2.5]

## FORMATIVE ASSESSMENT

Activity Page 5.1

Spelling Assessment

[RF.2.3e; L.2.2d]

Activity Page 5.2

Chapter Questions “Trouble with the British”

[RI.2.1]

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Language (Spelling)</b>			
Spelling Assessment	Whole Group	30 min.	❑ Activity Page 5.1
<b>Reading</b>			
Introduce the Chapter	Whole Group	30 min.	❑ <i>The War of 1812</i>
Read “Trouble with the British”			❑ board/chart paper ❑ Activity Page 5.2

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## ADVANCE PREPARATION

### Language

- Be sure to erase the spelling table from the board and/or turn the table over so students cannot refer to it during the assessment.

### Reading

- Be prepared to take notes as students read the chapter, using the board/chart paper, or another appropriate medium.

### Universal Access

- Identify which students may benefit from reading page spreads in the Reader with a partner or in a small group with you during the reading lesson.

## Lesson 5: Spelling

## Language



**Primary Focus:** Students will spell dictated words featuring /n/ > 'n', /r/ > 'wr' and 'r', /w/ > 'w' and 'wh', /j/ > 'g' and 'j', and /f/ > 'f', 'ff', and 'ph', and will write three of the words in alphabetical order. **[RF.2.3e; L.2.2d]**

### SPELLING ASSESSMENT

- Have students turn to Activity Page 5.1.
- Read the first spelling word aloud, use it in a sentence, and then read the word once more, allowing students time to write the word.
- Repeat this procedure with each of the remaining words.

- |            |             |
|------------|-------------|
| 1. traffic | 11. margin  |
| 2. noise   | 12. ferret  |
| 3. finish  | 13. gentle  |
| 4. night   | 14. whistle |
| 5. graph   | 15. ginger  |
| 6. kneel   | 16. window  |
| 7. dolphin | 17. jolly   |
| 8. wrinkle | 18. western |
| 9. photo   | 19. jungle  |
| 10. ripple |             |

**Tricky Word:** Britain

### Activity Page 5.1



- Direct students' attention to the lines on the back of the activity page. Tell students to write the sentence "The United States went to war against Great Britain." Slowly repeat this sentence twice.
- At the end, go back through the list and read each spelling word one more time.
- After all the words have been called out, tell students you will now show them the correct spelling for each word so they may correct their own work.

- Say and write each word on the board/chart paper, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then onto the sentence.
- Circle the following words on the board/chart paper. Ask students to write the words in alphabetical order on the back of the activity page.

1. window
2. whistle
3. western

- After students have finished, write the three words in alphabetical order for students to correct their papers.

1. western
2. whistle
3. window



### Activity Page 5.1: Spelling Assessment

Collect Activity Page 5.1. At a later time, use the spelling analysis chart and directions provided in Teacher Resources to analyze students' mistakes. This will help you understand any patterns that are beginning to develop or that are persistent among individual students.

## Lesson 5: “Trouble with the British”

# Reading



**Primary Focus:** Students will read “Trouble with the British” with purpose and understanding, will utilize text features such as the table of contents to locate chapters and the glossary to clarify the meaning of words, and will answer multiple-choice questions about key details in the text.

[RF.2.4a; RI.2.1; RI.2.4; RI.2.5]

### INTRODUCE THE CHAPTER (10 MIN.)

- Tell students that the title of today’s chapter is “Trouble with the British.”
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

### Preview Tricky Words

- You may wish to preview the following Tricky Words before reading the chapter:
  - **Great Britain**—Students might expect to pronounce *Great* as /g/ /r/ /ee/ /t/ or even /g/ /r/ /e/ /t/, but the ‘ea’ is pronounced /ae/: /g/ /r/ /ae/ /t/. They may think that *Britain* is pronounced /b/ /r/ /i/ /t/ /ae/ /n/. However, the correct pronunciation is /b/ /r/ /i/ /t/ /ə/ /n/.
  - **Europe**—Students might expect to pronounce *Europe* /e/ /er/ /oe/ /p/. However, the correct pronunciation is /y/ /er/ /ə/ /p/.
  - **native**—Students might expect to pronounce *native* as /n/ /a/ /t/ /ie/ /v/, but it is pronounced /n/ /ae/ /t/ /i/ /v/.
  - **Americans**—Students might expect to pronounce *Americans* as /a/ /m/ /er/ /i/ /k/ /a/ /n/ /s/, but it is pronounced /ə/ /m/ /ae/ /r/ /i/ /k/ /ə/ /n/ /z/.
  - **war**—Students might expect to pronounce *war* as /w/ /ar/ or /w/ /er/. However, the correct pronunciation is /w/ /or/.
  - **signature**—Students might expect to pronounce *signature* as /s/ /i/ /g/ /n/ /a/ /t/ /er/. However, the correct pronunciation is /s/ /i/ /g/ /n/ /ə/ /ch/ /er/.

### Reader



### Page 12

### Preview Core Vocabulary

- Preview specific vocabulary immediately before students are asked to read the page(s) on which they first appear. The page number where each word first appears in “Trouble with the British” is listed after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.

**British—n.,** people who are from Great Britain (12)

**U.S. Congress—n.,** the people elected to make laws for the United States (12)

**declare war—v.,** to officially say that one country will start a war with another country (declaring war) (12)

**trader—n.,** someone who exchanges something to get something in return (traders, traded, trading, trade) (16)

**army—n.,** a group of soldiers trained to fight on land (18)

**navy—n.,** a group of soldiers trained to fight battles at sea on board ships (18)

**impressment—n.,** the state of being forced to serve in the British Navy (impressed) (18)

**Vocabulary Chart for “Trouble with the British”**

<b>Vocabulary Type</b>	<b>Tier 3 Domain-Specific Words</b>	<b>Tier 2 General Academic Words</b>	<b>Tier 1 Everyday Speech Words</b>
Core Vocabulary	British U.S. Congress impressment	trader army navy	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	declare war		

- Assist students in decoding these words in the following way:
  - Write the vocabulary word on the board/chart paper.
  - 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 sound/spelling.

**Note:** Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted.

1. Brit | ish
2. U.S. Con | gress
3. de | clare war
4. tra | der
5. ar | my
6. na | vy
7. im | press | ment

## READ “TROUBLE WITH THE BRITISH” (20 MIN.)

### 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 Knowledge. 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.

You will introduce a new practice with this chapter as you model taking notes on the board/chart paper after students read and discuss each set of pages. Point out that many people find it helpful to make notes of important information when they read nonfiction.

- Be sure to call students’ attention to and discuss the images and captions accompanying the text, as they often reinforce understanding.
- Also, call students’ attention to the bolded vocabulary words in the chapter, noting that they are included in the glossary.
- Remind students that the glossary is at the end of the Reader. Point out that all of the vocabulary words for the entire Reader are listed here in one alphabetical list. To find the bolded vocabulary words for this chapter,



students will need to look down the list and use their skills in alphabetizing. As an example, the first vocabulary word for this chapter is *British*.

- Also point out that some words in the glossary have a word in parentheses at the end of the definition. Note for students that the word in parentheses is another form of the vocabulary word that appears in the Reader. For example, the words *declare war* and another form of it, *declaring war*, appear in the same chapter together. In other cases, the word in parentheses appears in the chapter but the vocabulary word does not, so students will have to look closely to see which form of the word appears as they read.
- Have students look at the words in the glossary that begin with the letter 'd' and find the words *declare war*. The glossary can be used at any time to help remind students of the meanings of new words. Encourage them to refer to it when they are reading silently.

### Pages 12 and 13

- Read the title of the chapter together as a class, "Trouble with the British."
- Call students' attention to the image of James Madison on **page 13**.
- Have students read the caption on **page 13**, and point out that it describes the image.
- Tell students to always read captions to gain information.
- Introduce the words *British*, *U.S. Congress*, and *declare war* as vocabulary words.
- Note for students that *U.S.* is an abbreviation for *United States*. They will see this abbreviation throughout the Reader.



#### Check for Understanding

Ask students, "Where in the Reader could we find the definition of *British* quickly?" (*the glossary*)

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- Ask students to turn to the glossary and locate words that begin with the letter 'b'. Have them find the word *British*, and call on one student to read the definition.
- Redirect students' attention to **page 12**. Have them locate the word *British* on **page 12**.

- Have students look up the words *U.S. Congress* in the glossary and read the definition together as a class.
- Have students look up the words *declare war* in the glossary, and read the definition together as a class. Point out that the words *declaring war* are listed in parentheses at the end of the definition, indicating that students will come across this form of the expression in the same chapter as *declare war*.
- Read **page 12** aloud as students follow along, asking them to listen for the answer to the question: “What did Madison have to do?”
- After reading aloud the page, restate the question and ask students to answer. (*Madison had to decide what to do: ask the U.S. Congress to declare war, or try to keep the peace.*) Record the answer on the board/chart paper, pointing out that you are making notes to help you remember the important information in the chapter.

### Pages 14 and 15

- Tell students to read the first paragraph on **page 14** to themselves to find the answer to the question: “What two countries in Europe were at war?”
- When students have finished reading, restate the question and ask students to answer. (*Britain and France*) Record the answer on the board/chart paper.
- Tell students to read the second paragraph on **page 14** to themselves to find the answer to the question: “Who led the French and what was he like?”
- When students have finished reading, restate the question and ask students to answer. (*Napoleon led the French and he was a brave leader.*)
- Direct students’ attention to the image on **page 15**, and read the caption aloud as a class.

### Pages 16 and 17

- Have students look in the glossary for the word *trader*, and read the definition together as a class. Note the plural form of the word at the end of the definition (*traders*), and tell students they will see this form of the word in the chapter instead of *trader*. Note for students that *trader* and *traders* are both nouns. Also note that students will see the verb forms of the word in this chapter: *traded*, *trading*, and *trade*.
- Call on one student to read aloud the first two paragraphs on **page 16**, asking students to listen for the answer to the question: “What did most Americans think about this big war at first?”



### Reading

#### Understanding Text Structure

#### Entering/Emerging

Have students work in a small group to locate words in the glossary.

#### Transitioning/Expanding

Have students work with a partner to locate words in the glossary.

#### Bridging

Have students locate words in the glossary independently.

### Support

Have students read with a partner or in a small group with you for each page spread.

- After the student finishes reading aloud, restate the question and ask students to answer. (*Most Americans did not care to get involved.*) Record the answer on the board/chart paper.
- Tell students to read the last two paragraphs on **page 16** to themselves. Give students time to read.
- When students have finished reading, ask, “Who did the Americans have problems with?” (*both the French and the British*) Record the answer on the board/chart paper.
- Direct students’ attention to the image and caption on **page 17**, and call on one student to read the caption aloud.

### Pages 18 and 19

- Have students look in the glossary for the words *army* and *navy*, and read the definitions together as a class.
- Have students look in the glossary for the word *impressment*, and read the definition aloud to them. Note for students that *impressed* is another form of the word that appears in this chapter.
- Tell students, “I wonder why the British needed all the men they could get. Let’s read the first two paragraphs on **page 18** to find out.”
- When students have finished reading, restate the question and ask students to answer. (*They needed all the men they could get because some people quit the navy and others ran away. They needed men so they could defeat the French.*) Record the answer on the board/chart paper.
- Call on one student to read aloud the last paragraph on **page 18**.
- Ask, “Why were Americans angry about what the British did?” (*They were angry because sometimes the British weren’t careful and grabbed Americans.*) Record the answer on the board/chart paper.
- Read the caption on **page 19** aloud as a class, and have students look at the image.

### Pages 20 and 21

- Tell students to read the first two paragraphs on **page 20** to find the answer to the question: “What did Americans do as the country grew?”
- When students have finished reading, restate the question and ask students to answer. (*Americans went west and set up farms.*) Record the answer on the board/chart paper.

- Ask, “Why was this a problem?” (*There were already people living there.*)
- Say, “I wonder which people were already living there. Let’s read the rest of **page 20** to find out.” Give students time to read the remaining two paragraphs.
- When students have finished reading, restate the question and ask students to answer. (*Native Americans were already living there.*) Record the answer on the board/chart paper.
- Ask, “How did Native Americans respond to settlers moving onto land where they lived?” (*Native Americans did not like this. There were many fights between settlers and Native Americans.*) Record the answer on the board/chart paper.
- Discuss the image on **page 21**, and read the caption aloud as a class.

## Pages 22 and 23

- Read aloud the first two paragraphs of **page 22** as a class.
- Ask, “Why did people in the United States feel they needed to fight back?” (*They said the British were helping Native Americans attack American settlers.*) Record the answer on the board/chart paper.
- Tell students to read the remaining paragraph on **page 22** to find the answer to the question: “What were reasons for not declaring war?”
- When students have finished reading, restate the question and ask students to answer. (*A war causes death, wrecks towns, and costs a lot of money. Plus, Americans felt that the British would not be easy to defeat.*) Record the answer on the board/chart paper.
- Direct students’ attention to the image on **page 23**, and call on one student to read aloud the caption.

## Wrap-Up

- Direct students’ attention to the notes you recorded while reading. Read the notes aloud as a class.
- Ask students if there is additional information that should be added to the notes.
- Tell students that even though Americans were angry with the British, there were good reasons not to go to war, which students read about.

**Note:** Keep the notes on display for use in the next lesson.



- Have students complete Activity Page 5.2 as a teacher-guided activity, or if you feel students are ready, have them complete it independently.



### Activity Page 5.2: Chapter Questions

Collect and review Activity Page 5.2. Students who did not get these questions correct may benefit from reviewing how to look back in the text to find the answer to a question.

End Lesson

## Lesson 5: Foundational Skills Remediation

# Additional Support

### MORE HELP WITH SPELLING ALTERNATIVES

#### Practice Sentences for /f/ > 'ph'

- Make one copy of **Activity Page TR 5.1** for each student.
- Read aloud the sentences one at a time.
- Tell students to underline the words that have the /f/ sound in them.
- When finished, allow students to work with a partner to identify the spellings that are making the /f/ sound, and then review the spellings together.

#### Crazy Eights

- Make word cards (**Activity Page TR 5.2**) for each student by copying the template several times on different colors of paper.
- Give each player five cards to start. Put the rest of the deck in the middle and flip the top card over next to the deck. This faceup card becomes the discard pile.
- Taking turns, each student can either play a card that is the same color or that starts with the same letter as the card at the top of the discard pile. To be able to play a card, a student must correctly read the card or they lose their turn.
- If a student does not have a card that is either the same color or that starts with the same letter as the top card of the discard pile, then he or she can draw from the deck. If there are no more cards left in the deck, shuffle the discard pile and that becomes the new deck.
- The first student to run out of cards is the winner.

## READING

# Informational Text

### PRIMARY FOCUS OF LESSON

#### Reading

Students will reread “Trouble with the British” in pairs with purpose and understanding, and will answer written multiple-choice questions about key details in the text. [RF.2.4a,c; RI.2.1; RI.2.10]

#### Foundational Skills

Students will read and sort words with the tricky spelling ‘ea’ > /ee/ or /e/. [RF.2.3a]

#### Language (Spelling)

Students will read and alphabetize words featuring r-controlled vowel patterns and will use the words in oral sentences. [RF.2.3e; L.2.2d]

### FORMATIVE ASSESSMENT

#### Observation

**Anecdotal Reading Record** “Trouble with the British”  
[RF.2.4a,c]

#### Activity Page 6.1

**Chapter Questions** “Trouble with the British”  
[RI.2.1; RI.2.10]

## LESSON AT A GLANCE

	Grouping	Time	Materials
Reading			
Review the Chapter	Whole Group	5 min.	<input type="checkbox"/> <i>The War of 1812</i> <input type="checkbox"/> Activity Page 6.1
Reread “Trouble with the British”	Partner	25 min.	
Foundational Skills			
Review Tricky Spelling ‘ea’ (Phonics)	Whole Group	10 min.	<input type="checkbox"/> board <input type="checkbox"/> prepared word cards <input type="checkbox"/> tape
Language (Spelling)			
Introduce Spelling Words	Whole Group	20 min.	<input type="checkbox"/> prepared word cards <input type="checkbox"/> Activity Page 6.2
Take-Home Material			
Family Letter; “Trouble with the British”; Alphabetize Words; <i>The War of 1812</i> Glossary			<input type="checkbox"/> Activity Pages 6.2–6.4, PP.21

## ADVANCE PREPARATION

### Reading

- Have your notes from the previous lesson on Chapter 1, “Trouble with the British,” on display.
- Plan how you will pair students for partner reading.
- Make a copy of the blank Anecdotal Reading Record provided in Teacher Resources. Over the course of the week, be sure to listen to each student read at least once and note student performance in the Anecdotal Reading Record.

### Foundational Skills

#### ➤ Digital Component 6.1

- Copy the graphic for the spelling ‘ea’ (Digital Component 6.1) on the board/ chart paper for Review Tricky Spelling ‘ea’, or prepare to use the digital version.
- Copy the following words onto individual index cards for Review Tricky Spelling ‘ea’.

1. meat	12. beam	23. each	34. threat
2. leave	13. beaver	24. easy	35. deaf
3. flea	14. leaf	25. bread	36. feather
4. feast	15. neat	26. breakfast	37. health
5. peach	16. reach	27. breath	38. heaven
6. beach	17. east	28. dead	39. spread
7. bead	18. cheap	29. weather	40. ready
8. beak	19. clean	30. jealous	41. sweat
9. beat	20. cream	31. weapon	42. sweater
10. heat	21. deal	32. tread	43. leather
11. heal	22. dream	33. thread	44. meadow

### Language

- Write this week’s spelling words on index cards, and have paper clips handy for folding the cards.

### Universal Access

- Prepare laminated sentences strips with the alphabet on them for students to reference as they alphabetize the spelling words.



## Lesson 6: "Trouble with the British"

## Reading



## Reader



Page 12

Activity Page 6.1



## Reading

Exchanging Information  
and Ideas

## Entering/Emerging

Rephrase the questions on Activity Page 6.1 into yes/no and *wh*- questions.

## Transitioning/Expanding

Encourage students to affirm what others say and add relevant information to the discussion.

## Bridging

Challenge students to build on what the previous student said during the discussion.

**Primary Focus:** Students will reread "Trouble with the British" in pairs with purpose and understanding, and will answer written multiple-choice questions about key details in the text. [RF.2.4a,c; RI.2.1; RI.2.10]

## REVIEW THE CHAPTER (5 MIN.)

- Tell students that today they will reread Chapter 1, "Trouble with the British" with a partner.
- Direct students' attention to the notes you recorded during the previous lesson. Read through the notes with students to review what they read during the previous lesson.
- Take the time to answer any questions that students may have about the chapter.

## REREAD "TROUBLE WITH THE BRITISH" (25 MIN.)

- Assign partners.
- Ask students to read the chapter with their partner, taking turns reading each page. Students may ask their partners questions about the chapter and discuss what they read.
- Tell students that when they finish reading, they should complete Activity Page 6.1.



## Observation: Anecdotal Reading Record

As you listen to students read "Trouble with the British," make notes regarding their individual reading ability in the Anecdotal Reading Record.

## Wrap-Up

- When students have finished reading and completing Activity Page 6.1, call them back together as a class.

- Review Activity Page 6.1 as a class to promote discussion of the chapter.

**Note:** Keep the notes on “Trouble with the British” for use in writing lessons at the end of the unit.



### Activity Page 6.1: Chapter Questions

Collect and review Activity Page 6.1. Students who did not correctly answer the questions may need to reread the chapter and practice looking back in the text to find the answer to questions.

## Lesson 6: ‘ea’ > /ee/ or /e/

# Foundational Skills

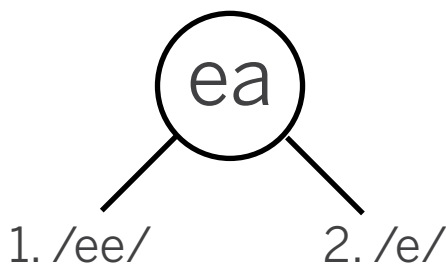


**Primary Focus:** Students will read and sort words with the tricky spelling ‘ea’ > /ee/ or /e/. [RF.2.3a]

### REVIEW TRICKY SPELLING ‘EA’

- Remind students that earlier in this unit, they learned a new sound for the ‘ea’ spelling, /e/ as in *head*.
- Direct students’ attention to the chart you prepared advance. Note the two headers showing the different sounds for the spelling ‘ea’, a tricky spelling that can represent either the /ee/ or /e/ sound.

### ➤ Digital Component 6.1



- Shuffle and then flash the cards you prepared in advance one at a time to students, having them read the cards aloud as a group.

### Support

Have students work with a partner or in a small group to read each word card and tape it under the correct header.



### Check for Understanding

Distribute the cards to students. Have each student or small group read the card(s) to the class and tape it under the correct header.

## Lesson 6: Spelling Words

# Language



**Primary Focus:** Students will read and alphabetize words featuring r-controlled vowel patterns and will use the words in oral sentences. [RF.2.3e; L.2.2d]

### INTRODUCE SPELLING WORDS

- Tell students that this week's spelling words all include r-controlled vowels. Write the following spellings on the board/chart paper as columns and review the sound associated with each spelling: 'ar', 'er', 'or', 'ir', and 'ur'.

- |               |               |
|---------------|---------------|
| 1. after      | 11. hamburger |
| 2. barber     | 12. turtle    |
| 3. camera     | 13. marker    |
| 4. difference | 14. parcel    |
| 5. birthday   | 15. ramparts  |
| 6. swirling   | 16. safari    |
| 7. thirteen   | 17. informer  |
| 8. chirping   | 18. organize  |
| 9. burden     | 19. perform   |
| 10. furnace   |               |

**Tricky Word: war**

- Using the cards you prepared in advance, introduce each spelling word by asking students to read the word on the index card, and to indicate the r-controlled spelling in the word and the sound it stands for and into which column it should be taped on the board/chart paper. (Some words apply to more than one r-controlled spelling, so you will need to write those words in their second columns. Those words are in parentheses in the sorted chart.)

- Ask students to use each word orally in a sentence to make sure they understand the meaning of each word.

'ar'	'er'	'or'	'ir'	'ur'
barber	after	(informer)	birthday	burden
marker	(barber)	organize	swirling	furnace
parcel	camera	(perform)	thirteen	(hamburger)
ramparts	difference		chirping	turtle
safari	hamburger			
war	(marker)			
	informer			
	perform			

- Introduce the Tricky Word *war*, explaining that this word has the spelling 'ar' but the letters 'ar' do not make the sound /ar/. Instead, they make the sound /or/. Tape the word in the column for 'ar'.
- Tell students that you will now rearrange the words and put them in alphabetical order. Fold over the cards and paper clip them so that just the first letter shows.
- Ask: "Do you see any words that begin with 'a'? Yes, I have two words that begin with 'a'. I will fold the cards over so I can see the second letter just like we did last week. Now I see that 'c' comes before 'f', so I will put *acorn* first, followed by *after*."
- Continue in this way through the cards.
- Unfold the cards and read the words aloud with students.
- Tell students that the words are now in alphabetical order.

### Support

Provide students with a laminated sentence strip with the alphabet on it. Have them use a dry-erase marker to mark through the letters of the alphabet as they work through the list of spelling words.

- |               |              |
|---------------|--------------|
| 1. after      | 11. marker   |
| 2. barber     | 12. organize |
| 3. birthday   | 13. parcel   |
| 4. burden     | 14. perform  |
| 5. camera     | 15. ramparts |
| 6. chirping   | 16. safari   |
| 7. difference | 17. swirling |
| 8. furnace    | 18. thirteen |
| 9. hamburger  | 19. turtle   |
| 10. informer  | 20. war      |

- Tell students the words will remain on display until the assessment so they may refer to them during the week.
- Tell students they will take home Activity Page 6.2 to share with a family member.

~~~~~End Lesson~~~~~

## Take-Home Material

**FAMILY LETTER; “TROUBLE WITH THE BRITISH”;  
ALPHABETIZE WORDS; THE WAR OF 1812 GLOSSARY**

- Have students take home Activity Page 6.2 to share with a family member, Activity Page 6.3 to read to a family member, Activity Page 6.4 to complete, and Activity Page PP.21 to use as a reference during this unit.

Activity Pages  
6.2–6.4, PP.21



---

## Lesson 6: Foundational Skills Remediation

# Additional Support

### MORE HELP WITH TRICKY SPELLING 'EA'

#### Circle the Spelling

- Make a copy of **Activity Page TR 6.1** for each student.
- Explain that for each row, there is a word. Students must decide which sound 'ea' makes in the word, /e/ or /ee/.
- Read the word for number 1. Ask students which sound 'ea' makes. Have them circle the example in the appropriate column.
- Continue through the rest of the words in this manner.
- Have students go back and read all the words with 'ea' > /e/. Then have students read all the words with 'ea' > /ee/.
- Have students write two or more words that have 'ea' > /e/ and 'ea' > /ee/ at the bottom of the page, or on another piece of paper.

### MORE HELP WITH R-CONTROLLED VOWELS

#### Over the Rainbow

- Make a copy of the game board template (**Activity Page TR 6.2**) for each pair of students.
- Make a copy of the Over the Rainbow cards (**Activity Page TR 6.3**) on card stock for each pair of students. Cut apart the cards. Shuffle and place the cards facedown in a stack.
- To play, have each student take turns choosing a clue from the stack of cards. The student reads the first clue aloud. If the student reads the card, fills in the missing sound, or completes the task correctly, then he or she can move on the board to the next space, where he or she will choose the next clue. The first one to the pot of gold wins.

# 7

READING AND GRAMMAR

# Informational Text and Adverbs

PRIMARY FOCUS OF LESSON

**Reading**

Students will listen to the read-aloud “America in 1812, Part II,” and will answer literal and inferential questions about key details in the text. **[RI.2.3; RI.2.8]**

**Language (Grammar)**

Students will learn that an adverb is a word that describes a verb, and will identify adverbs, nouns, and verbs in oral sentences. **[L.2.1e]**

FORMATIVE ASSESSMENT

Observation

**Discussion Questions** “America in 1812, Part II”  
**[RI.2.3]**

Activity Page 7.1

**Verbs and Adverbs**  
**[L.2.1e]**

## LESSON AT A GLANCE

|                                       | Grouping    | Time   | Materials                                                                             |
|---------------------------------------|-------------|--------|---------------------------------------------------------------------------------------|
| Reading                               |             |        |                                                                                       |
| Introduce the Read-Aloud              | Whole Group | 30 min | <input type="checkbox"/> <i>The War of 1812</i> Flip Book (from the Knowledge Strand) |
| Read Aloud “America in 1812, Part II” |             |        |                                                                                       |
| Language (Grammar)                    |             |        |                                                                                       |
| Introduce Adverbs                     | Whole Group | 30 min | <input type="checkbox"/> Activity Page 7.1                                            |



## ADVANCE PREPARATION

### Reading

- We recommend you use the Flip Book for *The War of 1812* domain to show the images to students as you share the read-aloud.

### Language

#### ➤ Digital Component 7.1

- Create an enlarged version of Activity Page 7.1 (Digital Component 7.1) to display for Introduce Adverbs

## Lesson 7: “America in 1812, Part II”

## Reading



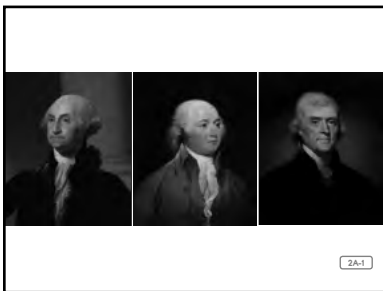
**Primary Focus:** Students will listen to the read-aloud “America in 1812, Part II,” and will answer literal and inferential questions about key details in the text. **[RI.2.3, 8]**

**INTRODUCE THE READ-ALOUD (5 MIN.)**

- Direct students’ attention to the timeline you created together in Lesson 3.
- Briefly discuss the timeline events as a class.
- Tell students that you will share another read-aloud that students heard earlier in Grade 2 Knowledge to help them remember what was happening in the United States before the War of 1812.
- Tell students that the read-aloud you are going to share is “America in 1812, Part II.”

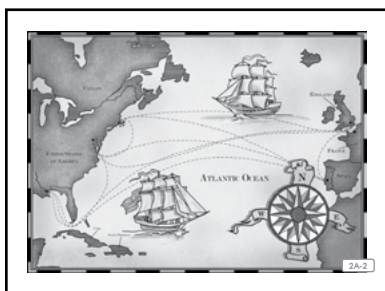
**READ ALOUD “AMERICA IN 1812, PART II” (25 MIN.)**

- Read aloud the following excerpts from the Grade 2 Knowledge domain *The War of 1812*. Be sure to stop at the Checks for Understanding to gauge students’ comprehension of the text.

**“America in 1812, Part II”****Show Image 2A-1: George Washington, John Adams, Thomas Jefferson**

After the Revolutionary War, each of the first three presidents of the United States wanted the United States and Great Britain to be friends again. Even before the Napoleonic Wars began, George Washington had tried to establish a peaceful relationship with the

British. Under his leadership, the United States and Great Britain signed a treaty called Jay’s Treaty. In this treaty, the British promised not to get involved or interfere with the United States’ business or activities.



### Show Image 2A-2: Map of shipping trade routes

During this time, one of the most common ways for two countries to maintain a good relationship was to trade with each other. The United States sent flour and tobacco and other goods to Great Britain. Great Britain sent tea and manufactured goods to America.

When the Napoleonic Wars began in Europe, France and Great Britain became enemies. The United States was caught in the middle. The U.S. government really did not want to have to get involved. Merchants in New England relied on trade with Britain to run their businesses. France had helped America during the Revolutionary War. The United States wanted to keep that friendship, too. However, when U.S. ships, cargo, and sailors were being threatened—especially by the British—the United States could not ignore it.



### Check for Understanding

1. **Inferential.** Why do you think the United States wanted to have good relations with Britain and France?

» Answers may vary, but could include that as a young nation, with a small army and navy, they did not want to go to war. They also wanted to trade with both Britain and France.



### Reading

#### Listening Actively

#### Entering/Emerging

Ask several questions in a yes/no format.

#### Transitioning/Expanding

Allow students to work with a partner to answer a question.

#### Bridging

Guide students in adding additional information to answer a discussion question.



### Show Image 2A-5: Map of United States/Canada/New Spain with flags

You might think that what was happening at sea was enough to drive the United States to war with Great Britain. But, there were even more problems on American land. Even though Britain had lost the thirteen colonies to America, it still had control of land in the

northern Great Lakes region, and the northwestern territories. Britain also controlled part of what is now Canada. The British had forts and outposts along the U.S. and Canadian border.



### Check for Understanding

1. **Literal.** What areas of land in North America did Britain still control?
  - » The northern Great Lakes region, the northwestern territories, and part of what is now Canada.



### Show Image 2A-6: Settlers in wagons

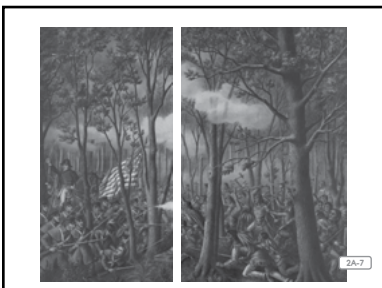
Most Americans during this time were farmers. Many, many settlers were moving west in search of land to farm. Although the wagons were on American land, the U.S. government began to suspect that the British were interfering with Americans who were settling in the northern territories, especially in the

Ohio River Valley and the Indiana Territory. They believed that Britain was using its outposts in Canada to help Native Americans who were fighting to defend their land from the settlers.



### Check for Understanding

1. **Literal.** In 1812, what job did most Americans have?
  - » In 1812, most Americans were farmers.



### Show Image 2A-7: The Battle of Tippecanoe

In 1811, many Native Americans fought to remove settlers from their land in the Battle of Tippecanoe. The U.S. Army fought back. The American soldiers had reason to believe Native Americans received weapons from the British. The British denied it. They insisted that they were only trading with Native Americans—

nothing more.



### Check for Understanding

1. **Literal.** What did the U.S. government suspect Britain of doing?
  - » arming Native Americans
2. **Inferential.** Why do you think that Native Americans did not want settlers on their land?
  - » Native Americans feared the settlers would take their land away from them.

### Wrap-Up

- Tell students you will give them a Think-Pair-Share question. They should think about the question, and then turn to a neighbor and discuss the question.
- Tell them that you will then call on several students to share what was discussed.

#### Discussion Question for “America in 1812, Part II”

1. **Evaluative Think-Pair-Share.** Why do you think Native Americans and frontier settlers were in conflict with each other? Ask students to think about what Native Americans must have felt as they saw more and more settlers moving onto their land.
  - » Answers may vary.



### Observation: Discussion Questions

Call on a different student to answer each question in the Checks for Understanding. Note students' names and performance in the Discussion Questions Observation Record, using the codes provided.

### Challenge

Have students write a summary of today's read-aloud.

## Lesson 7: Grammar

# Language



**Primary Focus:** Students will learn that an adverb is a word that describes a verb, and will identify adverbs, nouns, and verbs in oral sentences. [L.2.1e]

### INTRODUCE ADVERBS

- Remind students that they have learned three parts of speech: *nouns*, *adjectives*, and *verbs*. They have already learned that adjectives describe nouns. Explain that today they will learn about a new part of speech that describes or refers to verbs; it is called an *adverb*.
- Write the word *adverb* on the board/chart paper. Have students repeat the word.
- Explain that an adverb is a word that tells about the action of a verb or how something is done. It's a word that can be used to describe a verb. An adverb describes how the action of a verb takes place.
- Tell students that you are going to say some very short sentences. In each sentence, there will be one noun, one verb, and one adverb. For each sentence, have students identify the adverb, which is the word that describes the verb or how the action happens.
- Read the following sentence: "Jim ran quickly." Ask students which word tells more about the verb. (*quickly*; *How did Jim run? quickly*)
- Once the word has been identified, explain that this is the adverb in the sentence.
- Repeat these steps with the items in the following box.

1. Dad drove slowly. (*slowly*)
2. Snow melts fast. (*fast*)
3. Susan danced lightly. (*lightly*)
4. Daisies bloom brightly. (*brightly*)
5. Matt slept well. (*well*)
6. Chris whispered softly. (*softly*)
7. Coco shouted loudly. (*loudly*)



## Language

### Using Verbs and Verb Phrases

#### Entering/Emerging

Have students work in small groups to create a sentence that includes an adverb.

#### Transitioning/Expanding

Have students work with a partner to create a sentence that includes an adverb.

#### Bridging

Have students work independently to create a sentence that includes an adverb.

## Activity Page 7.1



### Check for Understanding

Ask students to think of a sentence that includes an adverb. Call on several students to share their sentences, asking them to identify the adverb and the verb it describes.

- Point out that adverbs often follow the verbs they describe, but not always.

### ➤ Digital Component 7.1

- Have students turn to Activity Page 7.1 while you display the digital version.
- Work with students to draw a triangle around the adverbs and a wiggly line under the verbs in each of the sentences on the front of the activity page. Then, have them draw an arrow from the adverb pointing to the verb the adverb modifies, or describes.
- When students have finished the front of the activity page, ask them if they noticed what letters occur at the end of many adverbs. ('ly') Explain that adverbs often end in 'ly', but not always.
- Have students turn to the back of the activity page. For each set of adverbs, have students pick an adverb and write a sentence that includes that adverb.



### Activity Page 7.1: Verbs and Adverbs

Collect and review Activity Page 7.1. Students who did not correctly identify the adverbs and the verbs they describe may benefit from additional practice found in Additional Support.

## Lesson 7: Foundational Skills Remediation

# Additional Support

### MORE HELP WITH ADVERBS

- Make copy of **Activity Page TR 7.1** for each student.
- Ask students what an adverb is. Remind them that an adverb often follows the verb it describes, but not always.
- Have students read the first sentence. Ask them to identify the adverb. Then have them identify the verb it describes.
- Have students draw a triangle around the adverb and a wiggly line under the verb. Then have them draw an arrow from the adverb pointing to the verb it describes.
- Continue through the remaining sentences in this manner.
- On the back of the activity page, have students work independently or with a partner to write two or three new sentences, identifying the adverbs and verbs appropriately.
- Have students share their sentences aloud, identifying the adverbs and verbs.



## 8

## READING AND SPELLING ALTERNATIVES

# Informational Text and Introduce /er/ > ‘ar’, ‘or’

**PRIMARY FOCUS OF LESSON****Reading**

Students will read “The War Hawks” with purpose and understanding, will utilize text features such as the table of contents to locate chapters and the glossary to clarify the meaning of words, and will answer oral questions about key details in the text. [RF.2.4a; RI.2.1; RI.2.4; RI.2.5; L.2.4e]

**Foundational Skills**

Students will read words with /er/ > ‘ar’ and ‘or’ and will recognize and distinguish between words that use ‘ar’, ‘or’, or ‘er’ to represent the /er/ sound. [RF.2.3e]

**Language (Grammar)**

Students will identify verbs and adverbs in oral sentences. [L.2.1e]

**FORMATIVE ASSESSMENT**

Exit Pass

Offer an Opinion

[RI.2.1]

Activity Page 8.1

Bubble the Sound

[RF.2.3e]

Exit Pass

Verb and Adverb

[L.2.1e]

## LESSON AT A GLANCE

|                                          | Grouping    | Time    | Materials                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------|-------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading                                  |             |         |                                                                                                                                                                                                                                                                                                                                                                               |
| Introduce the Chapter                    | Whole Group | 30 min. | <input type="checkbox"/> <i>The War of 1812</i><br><input type="checkbox"/> Individual Code Chart<br><input type="checkbox"/> board/chart paper                                                                                                                                                                                                                               |
| Read “The War Hawks”                     |             |         |                                                                                                                                                                                                                                                                                                                                                                               |
| Foundational Skills                      |             |         |                                                                                                                                                                                                                                                                                                                                                                               |
| Introduce /er/ > ‘ar’ and ‘or’ (Phonics) | Whole Group | 10 min. | <input type="checkbox"/> Vowel Code Flip Book<br><input type="checkbox"/> Spelling Card for ‘ar’ > /er/ ( <i>dollar</i> ), ‘or’ > /er/ ( <i>work</i> )<br><input type="checkbox"/> Individual Code Chart<br><input type="checkbox"/> blue markers<br><input type="checkbox"/> /er/ Spelling Tree<br><input type="checkbox"/> prepared leaves<br><input type="checkbox"/> tape |
| Bubble the Sound (Phonics)               | Independent | 10 min. | <input type="checkbox"/> Activity Page 8.1                                                                                                                                                                                                                                                                                                                                    |
| Language (Grammar)                       |             |         |                                                                                                                                                                                                                                                                                                                                                                               |
| Review Adverbs                           | Whole Group | 10 min. |                                                                                                                                                                                                                                                                                                                                                                               |
| Take-Home Material                       |             |         |                                                                                                                                                                                                                                                                                                                                                                               |
| “The War Hawks”;<br>Fill in the Blank    |             |         | <input type="checkbox"/> Activity Pages 8.2, 8.3                                                                                                                                                                                                                                                                                                                              |

## ADVANCE PREPARATION

### Foundational Skills

- You may wish to tab Vowel Code Flip Book page 19. Also have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and blue markers readily available.
- Prepare two new branches for the /er/ Spelling Tree: 'ar' and 'or'.
- Write the following words on leaves to add to the /er/ Spelling Tree for Introduce /er/ > 'ar' and 'or': *dollar, actor, color, history, major, doctor, labor, effort, factory, memory, mirror, author, collar, solar, polar, cellar, grammar, calendar, lizard, wizard, mustard, orchard, and standard.*

### Language

- Write the following sentence on the board/chart paper for Review Adverbs and cover it:

*The squirrel rapidly climbed the tree to avoid the dog.*

## Lesson 8: “The War Hawks”

## Reading



**Primary Focus:** Students will read “The War Hawks” with purpose and understanding, will utilize text features such as the table of contents to locate chapters and the glossary to clarify the meaning of words, and will answer oral questions about key details in the text. [RF.2.4a; RI.2.1; RI.2.4; RI.2.5; L.2.4e]

## INTRODUCE THE CHAPTER (10 MIN.)

- Tell students that the title of today’s chapter is “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.

## Preview Spellings

- Write the word *oppose* on the board/chart paper.
  - Circle the first letter ‘o’.
  - Tell students that this letter represents the sound /u/.
  - Ask students to turn to **page 7** of the **Individual Code Chart**.
  - Ask students to find the /u/ row and follow it across.
  - Students will see that ‘o’ can sometimes represent the /u/ sound.
  - Write the word *compose* on the board/chart paper as an example of a word in which ‘o’ spells the sound /u/.

## Preview Core Vocabulary

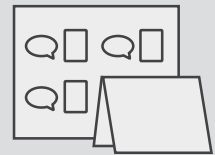
- Preview specific vocabulary immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “The War Hawks” is listed after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.

## Reader



## Page 24

## Code Materials



## Vocabulary for “The War Hawks”

**merchant—n.**, a person who sells things (merchants) (24)

**oppose—v.**, to be against something (opposed) (24)

**Vocabulary Chart for “The War Hawks”**

| Vocabulary Type                        | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|----------------------------------------|---------------------------------|----------------------------------|---------------------------------|
| Core Vocabulary                        |                                 | merchant<br>oppose               |                                 |
| Multiple-Meaning Core Vocabulary Words |                                 |                                  |                                 |
| Sayings and Phrases                    |                                 |                                  |                                 |

- Assist students in decoding these words in the following way:
  - Write the vocabulary word on the board/chart paper.
  - 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.
  - Point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same sound/spelling.

**Note:** Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted.

1. mer | chant
2. opp | ose                      first ‘o’ > /u/ (*compose*)

## READ “THE WAR HAWKS” (20 MIN.)

### 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 Knowledge. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so 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.
- Remind students that the glossary is at the end of the Reader. Point out that all of the vocabulary words for the entire Reader are listed here in one alphabetical list. To find the bolded vocabulary words for this chapter, students will need to look down the list and use their skills in alphabetizing. As an example, the first vocabulary word for this chapter is *merchant*.
- Also point out that some words in the glossary have a word in parentheses at the end of the definition. Note for students that the word in parentheses is another form of the vocabulary word that appears in the Reader. Sometimes, the word in parentheses appears in the chapter but the vocabulary word does not, so students will have to look closely to see which form of the word appears as they read. For example, the word *merchants* appears in the chapter, but the word *merchant* does not.
- Have students look at the words in the glossary that begin with the letter 'o' and find the word *oppose*. The glossary can be used at any time to help remind students of the meanings of new words. Encourage them to refer to it when they are reading silently.

## Pages 24 and 25

- Read the title of the chapter together as a class, "The War Hawks."
- Call students' attention to the image of a busy shipyard on **page 25**.
- Have students read the caption on **page 25**, and point out that it describes the image.
- Tell students to always read captions to gain information.
- Introduce the words *merchant* and *oppose* as vocabulary words.
- Ask, "Where in the Reader could we find the definition of *merchant* quickly?" (*the glossary*)
- Ask students to turn to the glossary and locate words that begin with the letter 'm'. Have them find the word *merchant*, and call on one student to read the definition. Note the plural form of the word (*merchants*) at the end of the

definition, and tell students they will see this form of the word in the chapter instead of *merchant*.

- Have students look up the word *oppose* in the glossary, and read the definition together as a class. Note for students the past tense of the word (*opposed*) at the end of the definition tells students they will see this form of the word in the chapter instead of *oppose*.
- Read **page 24** aloud as students follow along, asking them to listen for the answer to the question: “Why did some people not care to go to war?”
- After reading aloud the page, restate the question and ask students to answer. (*Most merchants and traders did not care to go to war because they had homes in the cities along the East Coast and traded with Great Britain as well as other countries. A war would mean less trade between countries, sunken ships, and lost goods. A war would cost them money.*) Record the answer on the board/chart paper.

### Pages 26 and 27

- Tell students to read the first paragraph on **page 26** to themselves to find the answers to the questions: “What group of people were not opposed to war? Why?”
- When students have finished reading, restate the questions and ask students to answer. (*People who did not oppose war lived in the states out west and were closer to Native American land. These settlers were afraid of Native Americans and were angry with the British.*) Record the answer on the board/chart paper.
- Tell students to read the second paragraph on **page 26** to themselves to find the answer to the question: “What were these people called?”
- When students have finished reading, restate the question and ask students to answer. (*They were called War Hawks.*) Record the answer on the board/chart paper.
- Direct students’ attention to the image on **page 27**, and read the caption aloud as a class.

### Pages 28 and 29

- Call on one student to read aloud **page 28**, asking students to listen for the answer to the question: “How did War Hawks tell Congress they should go to war?”
- After the student finishes reading aloud, restate the question and ask students to answer. (*They made angry speeches before Congress.*) Record the answer on the board/chart paper.

- Direct students' attention to the image and caption on **page 29**, and call on one student to read the caption aloud. Note for students that this is an image of Henry Clay, who was a War Hawk.

## Wrap-Up

- Direct students' attention to the notes you recorded while reading. Read the notes aloud as a class.
- Ask students if there is additional information that should be added to the notes.
- Tell students that even though some people were called War Hawks and felt Congress should declare war, there were others who felt war should not be declared.

**Note:** Keep the notes on display for use in the next lesson.



### Exit Pass: Offer an Opinion

Have students offer an opinion, orally or in writing, about whether it would be a good idea for the United States to declare war or not, using evidence from the text to support their opinion.



## Reading

### Offering Opinions

#### Entering/Emerging

Provide students with sentence frames using a small set of learned phrases (e.g., "I think the United States should/should not declare war.")

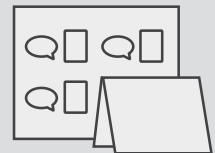
#### Transitioning/Expanding

Provide students with sentence frames using an expanded set of learned phrases (e.g., "I think the United States should/should not declare war because . . .")

#### Bridging

Provide minimal support and guidance for open responses.

## Code Materials



## Lesson 8: /er/ > 'ar' or 'or'

# Foundational Skills



**Primary Focus:** Students will read words with /er/ > 'ar' and /er/ > 'or' and will recognize and distinguish between words that use 'ar', 'or', or 'er' to represent the /er/ sound. **[RF.2.3e]**

### INTRODUCE /ER/ > 'AR' AND 'OR' (10 MIN.)

- Tell students that today's letter-sound correspondences can be found on the following page of the Vowel Code Flip Book:

| Vowel Code Flip Book                   | Individual Code Chart                  |
|----------------------------------------|----------------------------------------|
| 1. 'ar' > /er/ (dollar) <b>page 19</b> | 1. 'ar' > /er/ (dollar) <b>page 10</b> |
| 2. 'or' > /er/ (work) <b>page 19</b>   | 2. 'or' > /er/ (work) <b>page 10</b>   |



- Point to the /er/ Tree. Remind students that they have learned three different ways to spell /er/: 'er' as in *her*; 'ur' as in *hurt*; and 'ir' as in *bird*. Point to several leaves on the different branches, asking students to rapidly read the words.
- Explain that students will learn two new spellings today for /er/: 'ar' and 'or'. Turn to **page 18** of the **Vowel Code Flip Book**, and put the Spelling Cards on the appropriate spaces. Discuss the power bars.
- Tell students that today's letter-sound correspondences can be found on **page 10** of the **Individual Code Chart**.
- Hand out the blue markers. Have students turn to **page 10** of the **Individual Code Chart**. Guide students in outlining the appropriate card on the chart as well as the spelling.
- Attach the two new branches to the /er/ Tree.
- Shuffle the leaves you prepared with the 'or' and 'ar' spellings.
- Hold up one of the leaves you prepared and call on a student to read the word and identify the spelling for /er/. Have the student tape the leaf to the appropriate branch.
- Have students look at the Individual Code Chart. Ask students which of the spellings they have learned for /er/ has the longer power bar. ('er') Explain that 'or' is used as a spelling for /er/ in more words than 'ar', but that 'er' is used as a spelling for /er/ in more words than the other spellings.
- Remind students that they have already encountered the spellings 'ar' and 'or' in association with other sounds, 'ar' as /ar/ and 'or' as /or/. Write the following words on the board/chart paper and ask students to read them.

- |           |           |
|-----------|-----------|
| 1. charm  | 5. short  |
| 2. carpet | 6. forest |
| 3. barber | 7. corner |
| 4. alarm  |           |

- Help students realize that when they see a word with an 'ar' or 'or' spelling, they may need to sound out the word with alternate sounds, 'ar' as /ar/ or /er/ and 'or' as /or/ or /er/, to see which sound makes sense in a given instance.

**Note:** The Tricky Word *wizard* can now be seen as part of a larger spelling pattern. It should be removed from your Tricky Word Wall if you have one.

## BUBBLE THE SOUND (10 MIN.)

- Have students turn to Activity Page 8.1.
- Tell students that they will read each word and indicate the pronunciation of the underlined spelling by filling in the bubble in one of the three pronunciation bubbles.
- Do the first several items collaboratively. Then, have students do the last several items on their own.



### Activity Page 8.1: Bubble the Sound

Collect and review Activity Page 8.1.

**Note:** It is suggested that you be lenient when assessing student performance on this activity page. Some students may say that they hear the /or/ sound in *favor* or the /ar/ sound in *beggar*. That is okay. It is more important that students realize that the spellings 'or' and 'ar' can be pronounced different ways than to classify each word correctly. Students may need to try more than one pronunciation to successfully decode 'or' and 'ar' words. They will have additional opportunities to practice this in the Tricky Spelling exercises later in the unit.

## Activity Page 8.1



## Support

Pronounce words as needed in order for students to distinguish between /ar/, /or/, and /er/.

## Lesson 8: Grammar

# Language



**Primary Focus:** Students will identify verbs and adverbs in oral sentences.

[L.2.1e]

## REVIEW ADVERBS

- Remind students that they have learned that an adverb is a word that describes a verb. An adverb describes how or when the action of a verb takes place.
- Tell students that you will read some sentences aloud to them and will ask them to first identify the verb and then the adverb in each sentence.

## Support

Ask students questions such as *Who? Did what? How?* to help guide them to the adverb.

1. They sang cheerfully. (verb = *sang*; adverb = *cheerfully*)
2. He snored loudly. (verb = *snored*; adverb = *loudly*)
3. The garbage truck rumbled slowly down the road. (verb = *rumbled*; adverb = *slowly*)
4. I waited patiently in line. (verb = *waited*; adverb = *patiently*)
5. The tiny kitten purred softly. (verb = *purred*; adverb = *softly*)
6. My dog barked loudly. (verb = *barked*; adverb = *loudly*)
7. Jamie quickly ate his dinner. (verb = *ate*; adverb = *quickly*)
8. The boys and girls ran swiftly. (verb = *ran*; adverb = *swiftly*)

## Challenge

Have students write one or two sentences on their own, identifying the verb and adverb appropriately in each sentence.



### Exit Pass: Verb and Adverb

Uncover the sentence you prepared in advance. Ask students to write down the verb and adverb in the sentence, labeling each appropriately.

End Lesson

# Take-Home Material

## “THE WAR HAWKS”; FILL IN THE BLANK

- Have students take home Activity Page 8.2 to read to a family member, and Activity Page 8.3 to complete.

Activity Pages  
8.2, 8.3



## Lesson 8: Foundational Skills Remediation

# Additional Support

### DECODABLE WORDS, SENTENCES, AND PHRASES

- Use the following lists of words, sentences, and phrases to extend your lessons.

#### Decodable Words

- |             |             |              |
|-------------|-------------|--------------|
| 1. dollar   | 8. similar  | 15. backward |
| 2. collar   | 9. lizard   | 16. upward   |
| 3. solar    | 10. wizard  | 17. downward |
| 4. polar    | 11. buzzard | 18. awkward  |
| 5. cellar   | 12. mustard | 19. standard |
| 6. grammar  | 13. orchard | 20. blizzard |
| 7. calendar | 14. forward | 21. hazard   |

#### Decodable Homophones

1. seller—cellar
2. fryer—friar
3. hanger—hangar

#### Sentences and Phrases

1. an awkward moment
2. cellar dweller
3. solar system
4. Mark your calendar.
5. The wizard cast a spell.
6. There is mustard on the hot dog.
7. The lizard was lounging in the sun.
8. A polar bear was hunting in the blizzard.
9. one step forward, one step backward

## Wiggle Cards

1. Step forward.
2. Walk backward.
3. Point at the calendar.
4. Grab your collar.

## MORE HELP WITH SPELLING ALTERNATIVES /ER/ › ‘AR’, ‘OR’

### Find the Words

- Make a copy of **Activity Page TR 8.1** for each student.
- Have students highlight or circle the r-controlled vowels in the sentence.
- Then have students read the sentences aloud with a partner.
- At the bottom of the activity page or on a separate piece of paper, have students write three column headers: ‘or’, ‘er’, and ‘ar’. Have them list the words with r-controlled vowels that they circled under the appropriate header.

### Checkers

- Provide each pair of students with a copy of the checkerboard (**Activity Page TR 8.2**), checker pieces (**Activity Page TR 8.3**), and a set of word cards (**Activity Page TR 8.4**).
- The rules are the same as regular checkers except that in order to make a move, the student must first draw and read a word card correctly. If the student reads the card correctly, then he or she may make a move. If the student misreads the word, the turn is lost.
- The first player to take all of the other player’s pieces is the winner.

### Code Knowledge

Before today’s lesson: If students read 1,000 words in a trade book, on average 860–933 of those words would be completely decodable.

After today’s lesson: If students read 1,000 words in a trade book, on average 877–935 of those words would be completely decodable.

The spelling ‘ar’ is fairly tricky. It can be pronounced /ar/ as in *car*, /ae/ + /r/ as in *parents*, /er/ as in *dollar*, or /or/ as in *warm*. The letters ‘ar’ can also be part of larger spelling units, as they are in *heard* and *roar*, or they can be parts of two separate spellings, as they are in *stare* and *hear*.

The spelling ‘or’ can be pronounced /or/ as in *fort* or /er/ as in *work*.

## GRAMMAR

# Adverbs

**PRIMARY FOCUS OF LESSON****Reading**

Students will reread “The War Hawks” in small groups, will answer written true/false questions, citing where they found the answer in the text, and will write a short speech, adopting the viewpoint of a War Hawk. **[RF.2.4b,c; RI.2.3; RI.2.8]**

**Language (Grammar)**

Students will identify verbs and adverbs in oral and written sentences, and will identify the verb modified by each adverb. **[L.2.1e]**

**FORMATIVE ASSESSMENT**

|                   |                                                                             |
|-------------------|-----------------------------------------------------------------------------|
| Observation       | Anecdotal Reading Record “The War Hawks”<br>(Group 1)<br><b>[RF.2.4b,c]</b> |
| Activity Page 9.1 | Chapter Questions “The War Hawks”<br><b>[RI.2.3; RI.2.8]</b>                |
| Activity Page 9.2 | Adverbs<br><b>[L.2.1e]</b>                                                  |

## LESSON AT A GLANCE

|                                | Grouping                | Time    | Materials                                                                                     |
|--------------------------------|-------------------------|---------|-----------------------------------------------------------------------------------------------|
| Reading                        |                         |         |                                                                                               |
| Review the Chapter             | Whole Group             | 5 min.  | <input type="checkbox"/> <i>The War of 1812</i><br><input type="checkbox"/> Activity Page 9.1 |
| Reread “The War Hawks”         | Small Group/<br>Partner | 25 min. |                                                                                               |
| Language (Grammar)             |                         |         |                                                                                               |
| Review Adverbs                 | Whole Group             | 15 min. |                                                                                               |
| Practice Adverbs               | Independent             | 15 min. | <input type="checkbox"/> Activity Page 9.2                                                    |
| Take-Home Material             |                         |         |                                                                                               |
| Spelling Alternatives for /er/ |                         |         | <input type="checkbox"/> Activity Page 9.3                                                    |

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## ADVANCE PREPARATION

### Language

#### ➤ Digital Component 9.1

- Create an enlarged version of Activity Page 9.2 (Digital Component 9.1) to display for Practice Adverbs.



**Entering/Emerging**

Provide students with a word bank to help them complete the back of Activity Page 9.1 (e.g., *out west*, *Native Americans*, *British*, *selling guns*, *declare war*, *Congress*).

**Transitioning/Expanding**

Encourage students to write phrases and at least one complete sentence (e.g., "I don't like the British selling guns to Native Americans.").

**Bridging**

Encourage students to write independently.

**Activity Page 9.1****Lesson 9: Small Group Reading**

# Reading



**Primary Focus:** Students will reread "The War Hawks" in small groups, will answer written true/false questions, citing where they found the answer in the text, and will write a short speech, adopting the viewpoint of a War Hawk.

[RF.2.4b,c; RI.2.3; RI.2.8]

**REVIEW THE CHAPTER (5 MIN.)**

- Tell students that today, they will reread "The War Hawks" in small groups.

**Review Core Vocabulary**

- You may wish to review the vocabulary before rereading this chapter.
- You may also wish to review how to decode these words and address any unusual letter-sound correspondences as described in the previous lesson.

**REREAD "THE WAR HAWKS" (25 MIN.)****Small Group**

**Group 1:** Ask these students to come to the reading table and read the chapter with you. This is an excellent time for you to make notes in your anecdotal records. When students have finished reading, have them complete Activity Page 9.1 as a group, using their Reader as a guide.

**Observation: Anecdotal Reading Record**

As you listen to Group 1 students read "The War Hawks," make notes regarding their individual reading ability in the Anecdotal Reading Record.

**Group 2:** Ask these students to read the chapter with partners or independently and complete Activity Page 9.1 as they read. Remind students that the bolded words in the chapter are found in the glossary and match the words you reviewed. Some words may appear in different forms in the chapter.

## Wrap-Up

- Call students back together as a class, and review the correct answers to Activity Page 9.1.

**Note:** Keep the notes on “The War Hawks” for use in writing lessons at the end of the unit.



### Activity Page 9.1: Chapter Questions

Collect and review Activity Page 9.1. Students who did not get these questions correct and/or students who did not use appropriate information from the text in their speech may benefit from reviewing information in the chapter at a later time.

## Lesson 9: Grammar

# Language



**Primary Focus:** Students will identify verbs and adverbs in oral and written sentences, and will identify the verb modified by each adverb. **[L.2.1e]**

### REVIEW ADVERBS (15 MIN.)

- Read the following short sentences aloud, and ask students to identify the verb and adverb in each sentence, as you did in a previous lesson.

1. I cried quietly last night. (verb = *cried*; adverb = *quietly*)
2. My father snores loudly. (verb = *snores*; adverb = *loudly*)
3. The moon shines brightly at night. (verb = *shines*; adverb = *brightly*)
4. The kids play nicely together. (verb = *play*; adverb = *nicely*)
5. We ate supper early so we could go to the movies on time. (verb = *ate*; adverb = *early*)
6. Jesse ran quickly. (verb = *ran*; adverb = *quickly*)
7. The little girl slurped the juice from her cup noisily. (verb = *slurped*; adverb = *noisily*)
8. I carefully finished my homework so that I would have no mistakes. (verb = *finished*; adverb = *carefully*)

## Activity Page 9.2



### Support

Have students complete fewer sentences on the activity page and/or work to complete it with a partner.

### Challenge

Have students create their own, more complex sentences with verbs and adverbs.

## Activity Page 9.3



## PRACTICE ADVERBS (15 MIN.)

### ➤ Digital Component 9.1

- Ask students to turn to Activity Page 9.2 while you display the digital version.
- Complete the first few items together as a teacher-guided activity. Based on students' skill in completing these, you may decide to allow students to complete the remaining items independently or complete them as a teacher-guided activity.



### Activity Page 9.2: Adverbs

Collect and review Activity Page 9.2. Students who did not get these questions correct may benefit from additional practice at a later time.

End Lesson

# Take-Home Material

## SPELLING ALTERNATIVES FOR /ER/

- Have students take home Activity Page 9.3 to complete.

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## Lesson 9: Foundational Skills Remediation

# Additional Support

### MORE HELP WITH ADVERBS

#### Adverb Chart

- Create an adverb anchor chart with students.
- Divide the chart into four quadrants, labeling them: *When*, *Where*, *How*, and *How Often/Much*.
- Work together to fill in the chart with examples of each type of adverb.
- Write a basic sentence on the board/chart paper (e.g., *The boy goes to school.*).
- Ask students to work with a partner and modify the sentence using at least two adverbs (e.g., *The boy goes happily to school everyday.*).

#### Charades

- Make task cards for students to act out in a game of charades. For this game, *How* adverbs work best (e.g., students could walk quickly, slowly, angrily, happily).
- Hold up a card and call on a student to read the card. Have that student identify the adverb and the verb it describes. Then have the student act out the card.

## 10

## ASSESSMENT

## Spelling Assessment

## PRIMARY FOCUS OF LESSON

**Language (Spelling, Grammar)**

Students will spell dictated words with r-controlled vowel patterns and the Tricky Word war, and will write four of the words in alphabetical order. [RF.2.3e; L.2.2d]

Students will complete written sentences by adding a predicate to each subject, and will identify the subject and predicate in each sentence. [L.2.1f]

**Differentiated Instruction**

Students will practice working with a variety of letter-sound correspondences, will independently read “Trouble with the British,” and will identify various uses of common nouns, proper nouns, adjectives, and verbs in the text.

[RF.2.3; RI.2.10; L.2.3]

## FORMATIVE ASSESSMENT

Activity Page 10.1

Spelling Assessment

[RF.2.3e; L.2.2d]

Activity Page 10.2

Subject and Predicate

[L.2.1f]

Activity Page 10.3

Parts of Speech (Group 2)

[RI.2.10; L.2.3]

## LESSON AT A GLANCE

|                                                  | Grouping                    | Time    | Materials            |
|--------------------------------------------------|-----------------------------|---------|----------------------|
| <b>Language (Spelling, Grammar)</b>              |                             |         |                      |
| Spelling Assessment                              | Whole Group                 | 20 min. | ❑ Activity Page 10.1 |
| Complete vs. Incomplete Sentences                | Whole Group/<br>Independent | 20 min. | ❑ Activity Page 10.2 |
| <b>Differentiated Instruction</b>                |                             |         |                      |
| Letter-Sound Correspondences,<br>Parts of Speech | Small Group/<br>Independent | 20 min. | ❑ Activity Page 10.3 |

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## ADVANCE PREPARATION

### Language

- Be sure to erase the spelling table from the board and/or turn the chart paper over so students cannot refer to it during the assessment.
- Write the following on the board/chart paper and cover it:
  - Subject + Predicate = Complete Sentence
- Prepare to pair students to write a complete sentence.

### Differentiated Instruction

- Using observational data from anecdotal reading records, the spelling analysis record forms, as well as performance on daily checks for understanding or formative assessments, identify those students who may benefit from additional targeted practice in letter-sound correspondences, spelling alternatives, or tricky spellings and select appropriate activities and materials from the Additional Support section at the end of lessons or from the Pausing Point. Other students may benefit from practice with parts of speech (Activity Page 10.3).

## Lesson 10: Spelling, Grammar

## Language



## Primary Focus

Students will spell dictated words with r-controlled vowel patterns and the Tricky Word *war*, and will write four of the words in alphabetical order. **[RF.2.3e; L.2.2d]**

Students will complete written sentences by adding a predicate to each subject, and will identify the subject and predicate in each sentence. **[L.2.1f]**

**SPELLING ASSESSMENT (20 MIN.)**

- Have students turn to Activity Page 10.1.
- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students sufficient time to write the word.
- Repeat this procedure with each of the remaining words.

- |              |                         |
|--------------|-------------------------|
| 1. perform   | 11. turtle              |
| 2. after     | 12. difference          |
| 3. chirping  | 13. ramparts            |
| 4. informer  | 14. safari              |
| 5. barber    | 15. thirteen            |
| 6. parcel    | 16. birthday            |
| 7. burden    | 17. marker              |
| 8. furnace   | 18. swirling            |
| 9. camera    | 19. hamburger           |
| 10. organize | <b>Tricky Word:</b> war |

## Activity Page 10.1



- Direct students' attention to the lines on the back of the activity page. Tell students to write the sentence "The War Hawks wanted to go to war." Slowly repeat this sentence three times.
- At the end, go back through the list and read each spelling word one more time.
- After all the words have been called out, tell students that 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/chart paper, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then onto the sentence.
- Circle the following words on the board/chart paper. Ask students to write the words in alphabetical order on the back of the activity page:

- |             |           |
|-------------|-----------|
| 1. chirping | 3. camera |
| 2. turtle   | 4. marker |

- After all students have finished, write the four words in alphabetical order for students to correct their papers.

- |             |           |
|-------------|-----------|
| 1. camera   | 3. marker |
| 2. chirping | 4. turtle |



### Activity Page 10.1: Spelling Assessment

At a later time, use the template provided in Teacher Resources to analyze students' mistakes. This will help you understand any patterns that are beginning to develop or that are persistent among individual students.

### COMPLETE VS. INCOMPLETE SENTENCES (20 MIN.)

- Remind students that the subject of a sentence tells who or what the sentence is about. For example, in the sentence *The little boy smiled happily.*, the subject is *The little boy* because that is who the sentence is about.
- Remind students that the predicate of a sentence describes what the subject is or does. In the previous sentence, the predicate is *smiled happily* because that is what the subject did.
- Tell students that every sentence needs to have a subject and a predicate. If either the subject or the predicate is missing, it is an incomplete sentence (also known as a sentence fragment).

- Write the following incomplete sentence on the board/chart paper: *The crying babies*. Explain that this is an incomplete sentence because it is missing a predicate (i.e., it does not say what the crying babies did).
- Now write the following incomplete sentence on the board/chart paper: *wanted their bottles*. Explain that this is an incomplete sentence because it is missing a subject (i.e., it does not say who wanted their bottles).
- Point out that you can combine these two incomplete sentences—one of which is a subject and the other a predicate—to make a complete sentence: *The crying babies wanted their bottles*. Write this sentence on the board/chart paper, prompting students to direct you to draw one line under the subject and two lines under the predicate to “prove” that the sentence is complete.
- Uncover what you wrote on the board/chart paper and direct students’ attention to it:
  - Subject + Predicate = Complete Sentence
- Explain that a complete sentence always has both a subject and a predicate.



### Check for Understanding

Pair students to create their own sentence. Ask them to identify the subject and predicate.

- Have students turn to Activity Page 10.2.
- Work with students to complete the first sentence by adding a predicate.
- Have students complete the remaining sentences independently.
- When students are finished with the front of the activity page, have them turn to the back of the activity page.
- Work with students to complete the first sentence by adding a subject.
- Have students complete the remaining sentences independently.



### Language

#### **Modifying to Add Details**

##### **Entering/Emerging**

Encourage students to complete the sentences with ideas about familiar activities (e.g., “I cleaned my room.”).

##### **Transitioning/Expanding**

Encourage students to complete the sentences with more details (e.g., “I cleaned my room with a dust rag and a broom.”).

##### **Bridging**

Encourage students to complete the sentences with a variety of details.

### Support

As students are working, ask them the following questions to help them identify the subject/predicate: “Who?” (subject); “Did what?” (predicate).

### Activity Page 10.2





### Activity Page 10.2: Subject and Predicate

Collect and review Activity Page 10.2. Students who did not correctly fill in subjects and/or predicates may benefit from a review of sentence structure at a later time.

## Lesson 10: Differentiated Instruction

# Differentiated Instruction



**Primary Focus:** Students will practice working with a variety of letter-sound correspondences, will independently read “Trouble with the British,” and will identify various uses of common nouns, proper nouns, adjectives, and verbs in the text. [RF.2.3; RI.2.10; L.2.3]

### LETTER-SOUND CORRESPONDENCES, PARTS OF SPEECH

#### Small Group

- While working with students in small groups, please remember to choose activities that fit students' needs at the time.

**Group 1:** Students needing extra help with any of the letter-sound correspondences in this unit should work with materials provided in the Additional Support lessons or in the Pausing Point.

**Group 2:** Have students use Chapter 1, “Trouble with the British” to complete Activity Page 10.3.

### Activity Page 10.3



### Activity Page 10.3: Parts of Speech

Collect and review Activity Page 10.3 from Group 2. Students who did not correctly identify parts of speech from the chapter may benefit from a review of parts of speech at a later time.

## Lesson 10: Foundational Skills Remediation

# Additional Support

**MORE HELP WITH R-CONTROLLED VOWELS****Race Against the Clock**

- Copy and cut apart word cards (**Activity Page TR 10.1**) with r-controlled vowels. If you would like additional cards, copy and cut apart the words on **Activity Page TR 8.4**.
- Assign each word a point value based on the difficulty of the word; you may want to assign one point for one-syllable words, two points for two-syllable words, three points for three-syllable words, and so on.
- Each player gets a preset time limit to attempt to read as many words as possible within the time. Students get points for the words they read correctly and get no points for words they get wrong or skip.
- Remind students not to rush, but to take their time to correctly read the words.
- The student with the most points is the winner.

**MORE HELP WITH SUBJECTS AND PREDICATES**

- Gather images depicting someone or something in the process of doing something (e.g., a boy running, a lion growling).
- Share one of the images you prepared in advance with students.
- Ask students to determine “Who (subject) is doing what (predicate)?” in the image.
- Once they have answered, ask them to write a sentence including that information, and then go back and identify the subject and predicate appropriately.
- Repeat this with the other images. You may wish to have students work in pairs or independently, based on their needs.
- Have students share their sentences.

## 11

## READING

## Informational Text

## PRIMARY FOCUS OF LESSON

**Reading**

Students will read “The War Starts” with purpose and understanding, will utilize text features such as the table of contents to locate chapters and the glossary to clarify the meaning of words, will answer true/false questions about key details in the text, and will place key events in the text in correct chronological order.

[RF.2.4c; RI.2.1; RI.2.4; RI.2.5; L.2.4e]

**Foundational Skills**

Students will read words with /k/ > ‘ch’, and will complete fill-in-the-blank sentences with words featuring /k/ > ‘ch’. [RF.2.3e]

**Language (Spelling)**

Students will read and alphabetize words featuring the spellings ‘ge’, ‘dge’, and ‘tion’, and the Tricky Word *Europe*. [L.2.2d; RF.2.3f]

## FORMATIVE ASSESSMENT

Activity Page 11.1

Chapter Questions “The War Starts”  
[RI.2.1, 4, 5]

Activity Page 11.2

Tricky Spelling ‘ch’  
[RF.2.3e]

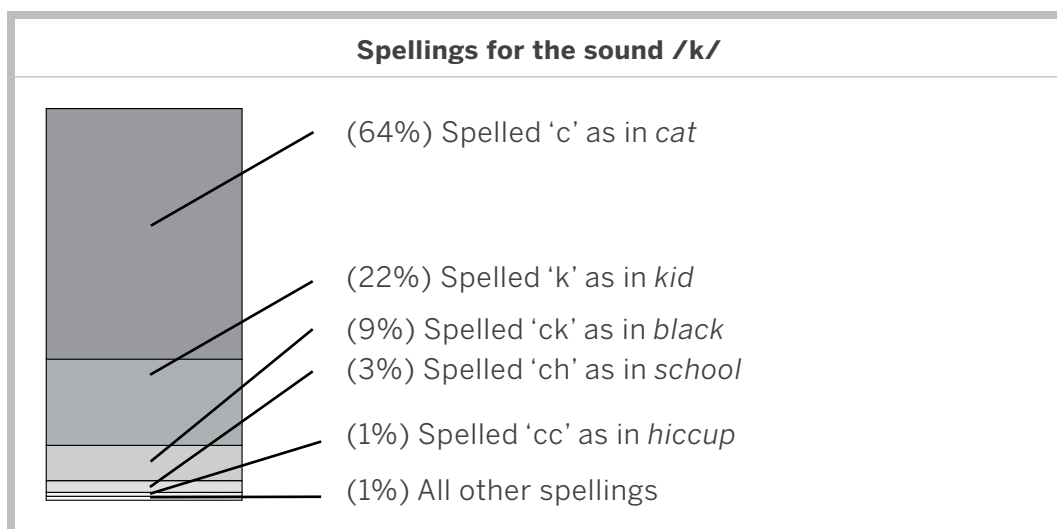
## LESSON AT A GLANCE

|                                                    | Grouping    | Time    | Materials                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------|-------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading                                            |             |         |                                                                                                                                                                                                                                                                                                        |
| Introduce the Chapter                              | Whole Group | 30 min. | <input type="checkbox"/> <i>The War of 1812</i><br><input type="checkbox"/> Individual Code Chart<br><input type="checkbox"/> Timeline Card 11<br><input type="checkbox"/> tape<br><input type="checkbox"/> Activity Page 11.1                                                                         |
| Read “The War Starts”                              |             |         |                                                                                                                                                                                                                                                                                                        |
| Foundational Skills                                |             |         |                                                                                                                                                                                                                                                                                                        |
| Introduce /k/ > ‘ch’ (Phonics)                     | Whole Group | 15 min. | <input type="checkbox"/> Consonant Code Flip Book<br><input type="checkbox"/> Individual Code Chart<br><input type="checkbox"/> Spelling Card for ‘ch’ > /k/ ( <i>school</i> )<br><input type="checkbox"/> red markers<br><input type="checkbox"/> tape<br><input type="checkbox"/> Activity Page 11.2 |
| Language (Spelling)                                |             |         |                                                                                                                                                                                                                                                                                                        |
| Introduce Spelling Words                           | Whole Group | 15 min. | <input type="checkbox"/> prepared word cards<br><input type="checkbox"/> tape                                                                                                                                                                                                                          |
| Take-Home Material                                 |             |         |                                                                                                                                                                                                                                                                                                        |
| Family Letter; “The War Starts”; Alphabetize Words |             |         | <input type="checkbox"/> Activity Pages 11.3–11.5                                                                                                                                                                                                                                                      |

## ADVANCE PREPARATION

### 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

- Prepare to display the notes you took as a class on “The War Hawks.”

### ➤ Digital Component 11.1

- Create an enlarged version of Activity Page 11.1 (Digital Component 11.1) to display for Read “The War Starts,” or use the digital version.

## Foundational Skills

- Make a blank copy of the chart for Introduce /k/ > ‘ch’ that shows the spelling alternatives for /k/.
- You may wish to tab Consonant Code Flip Book page 5 for Introduce /k/ > ‘ch’. Also have the Spelling Card listed in the Lesson at a Glance chart, student Individual Code Charts, and red markers readily available.

## Language

- Write this week’s spelling words on cards and have paper clips handy for folding the cards.

## Universal Access

- Prepare and shuffle the following word cards for sorting by the spelling of /k/: *cannot, castle, critical, kernel, keepsake, kite, backpack, check, blockade, hiccup, accuse, moccasin.*



## Lesson 11: “The War Starts”

## Reading



**Primary Focus:** Students will read “The War Starts” with purpose and understanding, will utilize text features such as the table of contents to locate chapters and the glossary to clarify the meaning of words, will answer true/false questions about key details in the text, and will place key events in the text in correct chronological order. [RF.2.4c; RI.2.1; RI.2.4; RI.2.5; L.2.4e]

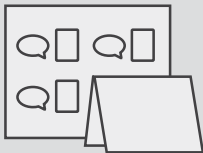
## INTRODUCE THE CHAPTER (10 MIN.)

## Reader



Page 30

## Code Materials



- Tell students that the title of today's chapter is “The War Starts.”
- Review what students learned in the previous chapter about the War Hawks using the notes taken while reading.
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

## Preview Spellings

- Write the word *monarchy* on the board/chart paper.
- 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’.

## Preview Tricky Words

- 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**—The tricky parts of this word are ‘a’ and ‘o’. Students may try to pronounce it as /w/ /a/ /sh/ /i/ /ng/ /t/ /o/ /n/. However, it is pronounced /w/ /o/ /sh/ /i/ /ng/ /t/ /ə/ /n/.

## Preview Core 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 after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.

**monarchy—n.**, a government ruled by a king or queen (monarchies) (32)

**fort—n.**, a large building constructed to survive enemy attacks (forts) (34)

**Vocabulary Chart for “The War Starts”**

| Vocabulary Type                           | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|-------------------------------------------|---------------------------------|----------------------------------|---------------------------------|
| Core Vocabulary                           | monarchy<br>fort                |                                  |                                 |
| Multiple-Meaning Core<br>Vocabulary Words |                                 |                                  |                                 |
| Sayings<br>and Phrases                    |                                 |                                  |                                 |

- Assist students in decoding these words in the following way:
  - Write the vocabulary word on the board/chart paper.
  - 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 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

## READ “THE WAR STARTS” (20 MIN.)

### 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 Knowledge. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so 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, “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 of 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 with 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).]

## Activity Page 11.1



### ➤ Digital Component 11.1

- Display Activity Page 11.1 and complete it as a teacher-guided activity.



### Activity Page 11.1: Chapter Questions

Collect and review Activity Page 11.1. Students who did not correctly complete the activity page may benefit from rereading the chapter and answering additional questions at a later time.

### Lesson 11: /k/ > 'ch'

# Foundational Skills



**Primary Focus:** Students will read words with /k/ > 'ch', and will complete fill-in-the-blank sentences with words featuring /k/ > 'ch'. [RF.2.3e]

### INTRODUCE /K/ > 'CH'

- 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.
- Direct students' attention to the blank chart with sounds for /k/ that you prepared in advance.
- Call on students to offer any words that include the /k/ sound.
- As you write the words on the board/chart paper, 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 there are words listed under each heading. The following is a sample chart of words sorted by the spelling for /k/.



## Foundational Skills

### Using Foundational Skills

Using the word cards you prepared in advance, help students sort words by the spelling of /k/. Place the cards under the appropriate headers.

| /k/    |        |       |         |
|--------|--------|-------|---------|
| 'c'    | 'k'    | 'ck'  | 'cc'    |
| cable  | kitten | back  | hiccup  |
| carton | kite   | check | soccer  |
| candle | kettle | duck  | raccoon |

- Tell students that today's letter-sound correspondence can be found on the following pages of the Consonant Code Flip Book and the Individual Code Chart.

| Consonant Code Flip Book             | Individual Code Chart                |
|--------------------------------------|--------------------------------------|
| 1. 'ch' > /k/ (school) <b>page 5</b> | 1. 'ch' > /k/ (school) <b>page 2</b> |

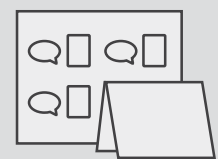
- Explain that they will learn a new spelling today, the 'ch' spelling for /k/.
- Turn to **page 5** of the **Consonant Code Flip Book**, and put the Spelling Card on the appropriate space. Discuss the power bar.
- Tell students that today's letter-sound correspondence can be found on the following page of the Individual Code Chart.
- 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.
- 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.

**Note:** Remind students that they have previously learned 'ch' for /ch/: *chunk, church, munch, crunch, and chilly*.

- Ask students to read the following words as you write them on the board/ chart paper.

|           |            |
|-----------|------------|
| 1. school | 4. ache    |
| 2. Chris  | 5. stomach |
| 3. echo   | 6. anchor  |

## Code Materials



## Activity Page 11.2



### Support

Help students pronounce the words, allowing them to focus on where in the word they hear the /k/ sound.

### Challenge

Challenge students to think of new words that have /k/ > 'ch', and make a list of the words at the bottom of the page.

- Ask students to direct you in circling the spellings of /k/ in each word.



### Check for Understanding

Write the following on the board/chart paper: *chomp*, *character*. Ask students to identify which word has the /k/ sound by showing you either one or two fingers (in relation to word #1 or word #2).

- Have students turn to Activity Page 11.2 and complete the front side as a teacher-guided activity. Then have students turn to the back and read the words in the box aloud. Have students complete the remainder of the page, completing the sentences on their own.



### Activity Page 11.2: Tricky Spelling 'ch'

Collect and review Activity Page 11.2. Students who did not correctly complete the activity page may benefit from additional practice at a later time.

## Lesson 11: Spelling

# Language



**Primary Focus:** Students will read and alphabetize words featuring the spellings 'ge', 'dge', and 'tion', and the Tricky Word *Europe*. [L.2.2d; RF.2.3f]

### INTRODUCE SPELLING WORDS

- Write the following spellings on the board/chart paper as columns and review the sound associated with each spelling, noting that they typically occur at the end of words: 'ge', 'dge', and 'tion'.

- |              |                |
|--------------|----------------|
| 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**

- Using the cards you prepared in advance, introduce each spelling word by asking students to read the word on the index card, and to indicate in which column the card should be taped. Use each word in a sentence to illustrate its meaning.

| 'ge'    | 'dge' | 'tion'     |
|---------|-------|------------|
| revenge | judge | nation     |
| large   | fudge | attention  |
| huge    | nudge | direction  |
| change  |       | fraction   |
| range   |       | locomotion |
| cottage |       | stations   |
|         |       | option     |
|         |       | action     |
|         |       | addition   |
|         |       | caption    |

- Introduce the Tricky Word *Europe*, explaining that this is the name of a continent; France and Great Britain are part of Europe. Tape the word next to the sorted chart.
- Tell students that you will now put the words in alphabetical order. Fold over the cards and paper clip them so just the first letter shows as you did in Lessons 1 and 6.



- Ask: “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 Activity Page 11.3 to share with a family member.

~~~~~End Lesson~~~~~

## Take-Home Material

### **FAMILY LETTER; “THE WAR STARTS”; ALPHABETIZE WORDS**

- Have students take home Activity Page 11.3 to share with a family member, Activity Page 11.4 to read to a family member, and Activity Page 11.5 to complete.

Activity Pages  
11.3–11.5



## Lesson 11: Foundational Skills Remediation

# Additional Support

### DECODABLE WORDS AND SENTENCES

- Use the following lists of words, sentences, and phrases to extend your lessons.

#### Decodable Words

- |              |               |               |            |
|--------------|---------------|---------------|------------|
| 1. school    | 5. technology | 9. anchor     | 13. chaos  |
| 2. chemical  | 6. mechanical | 10. echo      | 14. chorus |
| 3. character | 7. chemistry  | 11. orchestra | 15. scheme |
| 4. stomach   | 8. scholar    | 12. architect | 16. aching |

#### 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 your school.
4. Pretend to be directing an orchestra.

## MORE HELP WITH TRICKY SPELLING 'CH'

### Word Sort

- Make a copy of **Activity Page TR 11.1** for each student.
- Together, read the words in the box aloud.
- Then, have students write the following headers under the box or on a separate piece of paper: /ch/ and /k/.
- Have students work together to sort the words from the box under the appropriate header to show which sound 'ch' makes in each word.

### Roll, Flip, Read

- Make several copies of the Word Card Template (**Activity Page TR 11.2**).
- Select words from Activity Page TR 11.1 and the Additional Support Decodable Words list. Create a set of cards for each player that has a word to be read on one side and a number on the other side.
- To play, have students place cards in front of them with the numbers facing up. Either call out a number or have the student roll a die (one or two) and then read the word that corresponds to the number rolled. If the student reads the word correctly, then have him or her "flip" the word (turn the card over).

### 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*.

GRAMMAR

# Adverbs, Adjectives, and Complete Sentences

## PRIMARY FOCUS OF LESSON

### Reading

Students will partner read “The War Starts”, and will closely read the text by answering text-dependent questions, discussing Tier 2 vocabulary, and discussing challenging portions of the text. [RF.2.4a; RI.2.1; RI.2.4; RI.2.10]

### Language (Grammar)

Students will distinguish between complete and incomplete sentences, will correct run-on sentences by rewriting each as two sentences, adding correct capitalization and punctuation, and will combine the ideas of a run-on sentence to create one sentence. [L.2.1f]

Students will identify adjectives and adverbs in oral sentences. [L.2.1e]

## FORMATIVE ASSESSMENT

|                    |  |
|--------------------|--|
| Observation        | Anecdotal Reading Record “The War Starts”<br>[RF.2.4a] |
| Exit Pass          | Offer an Opinion<br>[RI.2.1]                           |
| Activity Page 12.1 | Run-On Sentences<br>[L.2.1f]                           |

## LESSON AT A GLANCE

|                               | Grouping    | Time    | Materials                |
|-------------------------------|-------------|---------|--------------------------|
| Reading                       |             |         |                          |
| Review the Chapter            | Partner     | 10 min. | ☐ <i>The War of 1812</i> |
| Close Read “The War Starts”   | Whole Group | 20 min. |                          |
| Language (Grammar)            |             |         |                          |
| Run-On Sentences              | Whole Group | 20 min. | ☐ Activity Page 12.1     |
| Review Adjectives and Adverbs | Whole Group | 10 min. |                          |
| Take-Home Material            |             |         |                          |
| Run-On Sentences              |             |         | ☐ Activity Page 12.2     |

## ADVANCE PREPARATION

### Language

- Write the following run-on sentences on the board/chart paper for Run-On Sentences and cover both:
  - The ducks quacked the chickens clucked.
  - The vase fell over it broke on the floor.

### ➤ Digital Component 12.1

- Create an enlarged version of Activity Page 12.1 (Digital Component 12.1) to display for Run-On Sentences, or use the digital version.

## Lesson 12: “The War Starts”

## Reading



**Primary Focus:** Students will partner read “The War Starts”, and will closely read the text by answering text-dependent questions, discussing Tier 2 vocabulary, and discussing challenging portions of the text. [RF.2.4a; RI.2.1; RI.2.4; RI.2.10]

## REVIEW THE CHAPTER (10 MIN.)

- Have students partner read “The War Starts.”

Reader



Page 30



## Observation: Anecdotal Reading Record

As you listen to students read “The War Starts,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

## CLOSE READ “THE WAR STARTS” (20 MIN.)

- After students have finished reading “The War Starts” with their partners, lead students in a close reading of the text by doing the following:
  - asking text-dependent questions that require students to draw on evidence from the text;
  - identifying and discussing general academic (Tier 2) vocabulary;
  - discussing sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences; and
  - engaging students in a culminating writing activity that is completed independently, if possible.
- There are many ways for students to respond to the questions you present, and you may want to change the way in which you ask for students’ responses in each lesson or even during the lesson to improve student engagement. For this lesson, have students work as partners. Following each question, direct students to consult with their partner about the correct response, before one student raises his or her hand to respond.

### Teacher Overview

**Main Idea and Key Details:** The main idea of the chapter is that President James Madison decided to ask Congress to declare war on Great Britain. People throughout the world did not think the United States would last long as a country because, instead of a monarchy, it had a government in which the president was elected by voters. Plus, the U.S. Army and Navy were small and no one expected much from either of them.

**Synopsis:** The chapter “The War Starts” provides information about the beginning of the War of 1812 and perceptions about the United States as a young country.

### Lesson

#### Text From Reader

Portions of the text of the Reader are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.

#### Vocabulary Instruction

As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.

#### Text-Dependent Questions

After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.

Begin with a “winnable” question that will help orient students to the text.

The sequence of questions should build a gradual understanding of the key details of the text.

Questions should focus on a word, phrase, sentence, or paragraph.

#### Responses

Answers should reference the text.

Multiple responses may be provided using different pieces of evidence.

Inferences must be grounded logically in the text.

#### Page 30

James Madison had to decide whether to side with the War Hawks or with the merchants who hoped for peace. In the end, he sided with the War Hawks.

**to side with**—to agree with or support

Who did Madison side with in the end?

Madison sided with the War Hawks in the end.

The British had a huge army. They also had the world's biggest navy.

Who had the world's biggest navy? To whom does *they* refer, and how do you know?

The British had the world's biggest navy. *They* refers to the British because *also* suggests the sentence refers back to a previous statement.



## Lesson

| <b>Text From Reader</b><br>Portions of the text of the Reader are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.   | <b>Vocabulary Instruction</b><br>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.   | <b>Text-Dependent Questions</b><br>After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.<br><br>Begin with a “winnable” question that will help orient students to the text.<br><br>The sequence of questions should build a gradual understanding of the key details of the text.<br><br>Questions should focus on a word, phrase, sentence, or paragraph. | <b>Responses</b><br>Answers should reference the text.<br><br>Multiple responses may be provided using different pieces of evidence.<br><br>Inferences must be grounded logically in the text.  |
|--|--|--|---|
| <b>Page 32</b><br>Even so, not a lot of people at the time could imagine that the United States could win. The United States had a different kind of government, too.  | <b>imagine</b> —to believe something. Note for students the multiple meanings of this word. The word <i>imagine</i> can also mean to form an image in your mind.   | Which country had a different kind of government?  | The United States had a different kind of government.   |
| At the time, most of the nations of Europe were monarchies. That means they were ruled by kings or queens. A king or queen would rule until he or she died. Then, in most cases, his oldest son or daughter would take over. The United States was not a monarchy. It did not have a king or queen. Instead, it had a president. The president was chosen by voters. He did not get to serve until he died. He served for four years. Then the voters got a chance to pick their president. If they voted for a different president, the old one had to step down. | <b>monarchy</b> —a kind of government in which a king or queen rules and selects who will rule after his/her death, usually the oldest son or daughter<br><b>served</b> —held a position in office. Note for students the multiple meanings of this word. The word <i>served</i> can also mean to give food or drink to someone at a meal, to provide a service, or to give respect and service to.<br><b>step down</b> —to quit a job or responsibility. Note for students the multiple meanings of this word. The word <i>step down</i> can also mean to reduce the amount of something or to come down off something higher up. | Reread the third paragraph on page 32. Describe how the kind of government in the United States was different from a monarchy.   | The U.S. government had a president chosen by voters. He served four years. Then the voters got a chance to pick a new president, and if they voted for a different president, the old one had to step down. A monarchy is ruled by kings who ruled until they died. Then, in most cases, the oldest son took over. |

| Lesson  |  |  |   |
|---|--|--|---|
| Text From Reader  | Vocabulary Instruction   | Text-Dependent Questions   | Responses   |
| Portions of the text of the Reader are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.                                 | As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.  | <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence, or paragraph.</p> | <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p> |
| In 1812, most people in the world felt that the American government had very strange way of doing things. They were not sure that the system would last and that the United States would be able to survive |  | Why did most people in the world think the United States would not be able to survive?   | They were not sure that the system of government in the United States would last.   |
| <b>Page 34</b><br>The attack on Canada did not go well. The army lost a string of battles. The United States lost forts along the border. The army was simply not ready for war.                            | <b>string (of battles)</b> —series (of battles). Note for students the multiple meanings of this word. The word <i>string</i> can also mean a long piece of twisted thread used to tie things together or hang things.<br><b>lost (forts)</b> —no longer owned or possessed (forts). Note for students the multiple meanings of this word. The word <i>lost</i> can also mean not won; cannot be found; not knowing where you are and unable to find your way; or not available. |  |   |

## Lesson

| <b>Text From Reader</b><br>Portions of the text of the Reader are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.           | <b>Vocabulary Instruction</b><br>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. | <b>Text-Dependent Questions</b><br>After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.<br><br>Begin with a “winnable” question that will help orient students to the text.<br><br>The sequence of questions should build a gradual understanding of the key details of the text.<br><br>Questions should focus on a word, phrase, sentence, or paragraph. | <b>Responses</b><br>Answers should reference the text.<br><br>Multiple responses may be provided using different pieces of evidence.<br><br>Inferences must be grounded logically in the text.  |
|--|--|--|---|
| <b>Page 36</b><br>No one expected much from the tiny U.S. Navy. But things went better on the seas than they did on land. The United States battled bravely. They beat the British in a number of naval battles. | <b>naval</b> —related to the navy  | Did things go better for the U.S. Army or the U.S. Navy?<br>What does it mean that things went better on the seas?   | Things went better for the U.S. Navy because the navy beat the British in some naval battles. The army was not prepared for war and lost battles and forts to the British. “Things went better on the seas” means the United States was more successful in fighting the British at sea with the navy rather than on land with the army. |



### Exit Pass: Offer an Opinion

Have students answer the following question using evidence from the text: “How will the war proceed for the United States? Why do you think so?”

## Lesson 12: Grammar

# Language



### Primary Focus

Students will distinguish between complete and incomplete sentences, will correct run-on sentences by rewriting each as two sentences, adding correct capitalization and punctuation, and will combine the ideas of a run-on sentence to create one sentence. **[L.2.1f]**

Students will identify adjectives and adverbs in oral sentences. **[L.2.1e]**

### RUN-ON SENTENCES (20 MIN.)

- Remind students that they have been working on complete and incomplete sentences in their grammar lessons. Ask them to identify the two parts that are required for a sentence to be considered complete. (*subject, predicate*)
- Read the following sentences and phrases aloud, asking students to identify whether an item is a complete or incomplete sentence. If students hesitate or seem confused with an item, guide them in identifying both a subject and a predicate as the way to determine whether an item is a complete sentence.

1. The yellow flower (*incomplete*)
2. Ran quickly up the street (*incomplete*)
3. Tim ate a hamburger for lunch. (*complete*)
4. Ate chips and watched television (*incomplete*)
5. Susan and Joan went to the movies. (*complete*)
6. The baseball team (*incomplete*)

## Support

Have students identify the subject and predicate of each sentence in order to determine where the sentence should be punctuated.

## Challenge

Challenge students to correct the sentences without separating the run-on sentence into two separate thoughts.

## Activity Page 12.1



- Tell students they are going to learn about run-on sentences. Explain that we call something a run-on sentence when two or more complete sentences are joined together, or run together, without appropriate punctuation.
- Uncover the first sentence you prepared in advance, leaving the second sentence covered, and direct students' attention to it.
  - The ducks quacked the chickens clucked.
- Point out that *The ducks quacked* is a complete sentence, as is *the chickens clucked*.
- Tell students that there are multiple strategies for fixing run-on sentences.
- Explain that one way of fixing a run-on sentence is to break the run-on sentence into two separate sentences by using appropriate punctuation and capitalization. The example could be rewritten as *The ducks quacked. The chickens clucked.*
- Point out that another way to correct a run-on sentence is to combine the thoughts of the two sentences to make just one sentence. The example could be rewritten as *The ducks quacked and the chickens clucked.*



## Check for Understanding

Uncover the second run-on sentence you prepared in advance. Ask students to work with a partner to change the run-on sentence into either two sentences or one simpler sentence.

## ➤ Digital Component 12.1

- Have students turn to Activity Page 12.1 while you display the digital version.
- Complete the activity page as a teacher-guided activity.



## Activity Page 12.1: Run-On Sentences

Collect and review Activity Page 12.1. Students who did not correctly complete the activity page may benefit from additional practice changing run-on sentences either into two complete sentences or one simpler sentence.

## REVIEW ADJECTIVES AND ADVERBS (10 MIN.)

- Review the definitions of *adjective* (a part of speech that describes a noun) and *adverb* (a part of speech that describes a verb), and provide examples of each.
- Read the following phrases and sentences orally, and have students identify the adjectives and/or adverbs in each. Read each item one time. Then tell students how many and what parts of speech to listen for as you repeat the phrase or sentence again.

1. Spin **quickly**. (*adverb*)
2. The **red** (*adjective*) balloon rose **speedily**. (*adverb*)
3. **blue** (*adjective*) shoes
4. The **American** (*adjective*) flag flapped **wildly** (*adverb*) in the breeze.
5. The **panda** (*adjective*) bears munched **noisily** (*adverb*) on **bamboo** (*adjective*) shoots.
6. **Purple** (*adjective*) cars drive along the **busy** (*adjective*) highway.
7. Ships sail the **deep** (*adjective*) **blue** (*adjective*) sea.
8. The **big** (*adjective*) tires were **fully** (*adverb*) inflated.
9. We clapped **loudly** (*adverb*) for the **funny** (*adjective*) clown.
10. The **strong** (*adjective*) men **easily** (*adverb*) lifted the **heavy** (*adjective*) logs.

~~~~~  
End Lesson  
~~~~~

# Take-Home Material

## RUN-ON SENTENCES

- Have students take home Activity Page 12.2 to complete.

Activity Page 12.2



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## Lesson 12: Foundational Skills Remediation

# Additional Support

### MORE HELP WITH ADJECTIVES AND ADVERBS

#### Make a Movie

- Start by asking students to close their eyes so they can create a mind movie.
- Start the “movie” with a simple and basic sentence such as *A dog ran*.
- Ask them what they see.
- Allow them to add to the movie by sharing a detail (adjective or adverb).
- Continue until they have built a paragraph off the starter sentence *A dog ran*.
- At the end, ask students to compare the first image in their mind with *A dog ran*, and the image(s) they had at the end of the activity with a partner in a Think-Pair-Share.

#### Word Cards

- Write the following words on cards and distribute:
  - adjectives: *hot, blue, smooth, slimy, dusty, heavy, small, funny*
  - adverbs: *excitedly, quickly, wildly, noisily, loudly, easily, slowly, quietly*
- Tell students to read their word, decide first whether their card is an adjective or adverb, and then what that card could be describing. For example, if they had the adverb *excitedly*, they might come up with a word or phrase like *jumped on the trampoline*.
- Give them time to create a picture to go with their adjective/adverb phrase/word. This activity should reinforce the connection between adjectives and nouns, and adverbs and verbs.
- Allow students to share.

**SPELLING ALTERNATIVES AND TRICKY SPELLING**

# Introduce /ee/ > 'i' and Tricky Spelling 'i'

## PRIMARY FOCUS OF LESSON

### Reading

Students will read "A Famous Ship" with purpose and understanding, will utilize text features such as the table of contents to locate chapters and the glossary to clarify the meaning of words, and will answer written multiple-choice questions about key details in the text. [RF.2.4a; RI.2.1; RI.2.3; L.2.4e]

### Foundational Skills

Students will read words with the tricky spelling 'i' > /ee/ and will place the words on the appropriate branch of the Spelling Tree. [RF.2.3b]

Students will sort words with 'i' > /i/, /ie/, or /ee/ into the appropriate columns. [RF.2.3e]

## FORMATIVE ASSESSMENT

Exit Pass

Make Connections

[RI.2.3]

Activity Page 13.1

Tricky Spelling 'i'

[RF.2.3e]



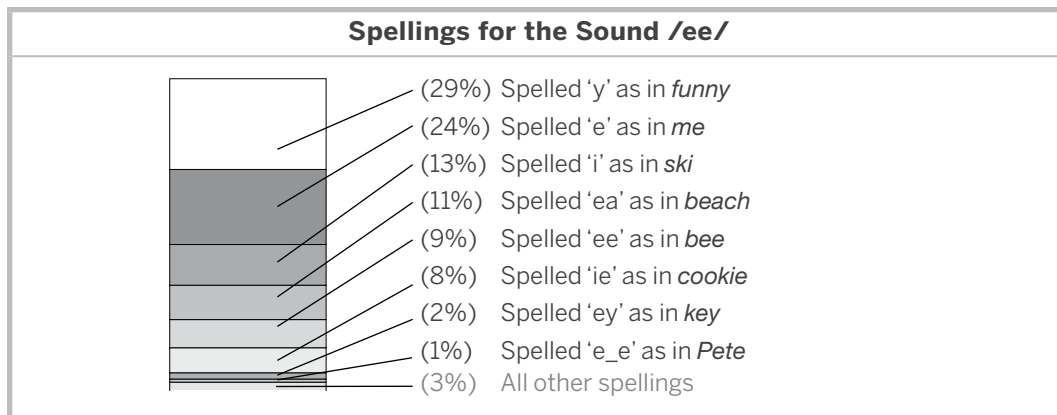
## LESSON AT A GLANCE

|                                | Grouping    | Time    | Materials   |
|--------------------------------|-------------|---------|---|
| Reading                        |             |         |   |
| Introduce the Chapter          | Whole Group | 30min.  | <input type="checkbox"/> <i>The War of 1812</i><br><input type="checkbox"/> board/chart paper<br><input type="checkbox"/> Timeline Card 12  |
| Read “A Famous Ship”           |             |         |   |
| Foundational Skills            |             |         |   |
| Introduce /ee/ > ‘i’ (Phonics) | Whole Group | 15 min. | <input type="checkbox"/> Vowel Code Flip Book<br><input type="checkbox"/> /ee/ Spelling Tree<br><input type="checkbox"/> Spelling Card /ee/ > ‘i’ ( <i>ski</i> )<br><input type="checkbox"/> Individual Code Chart<br><input type="checkbox"/> green markers<br><input type="checkbox"/> prepared leaves<br><input type="checkbox"/> tape |
| Tricky Spelling ‘i’ (Phonics)  | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 13.1   |

## ADVANCE PREPARATION

### Note to Teacher

Students already know the basic code spelling 'ee' as in *bee* as well as the spelling alternatives 'ea' as in *beach*, 'ie' as in *cookie*, 'e\_e' as in *Pete*, 'e' as in *me*, 'y' as in *funny*, and 'ey' as in *key* for the sound /ee/. Today they will learn 'i' as in *ski*. 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:

- /ee/ is one of the hardest sounds to spell because there are so many alternatives.
- Although **'ee'** is not the most common spelling, it is used as the basic code spelling because it is the only common spelling that is almost always pronounced /ee/. Several of the other spellings can be pronounced several different ways and are tricky spellings.
- **'ee'** and **'ea'** are used in many one-syllable words, most often followed by a consonant spelling (*jeep, peek, peak, heap*).
- **'e\_e'** can be seen as a variation of the basic code spelling 'ee' in which the two 'e's are separated by a consonant spelling.
- **'ey'** is found primarily at the end of a word or syllable.
- **'y'** is generally used at the end of words; it is used in suffixes to mark adjectives (*funny, silly*) and adverbs (*slowly, quickly*).
- The **'y'** ending in many words changes to 'i' when a suffix that begins with a vowel is added: *funny > funnier, sunny > sunniest*.

- The 'y' ending in many words changes to 'ie' when –s is added (either to mark a plural or show a change in person): *puppy* > *puppies*, *lady* > *ladies*, *I carry* > *he carries*.
- The 'y' spelling also changes when –ed is added: *carry* > *carried*, *rally* > *rallied*.
- There are two spellings for the /ee/ sound that will not be taught in Grade 2 CKLA: 'ei' as in *either* and 'i\_e' as in *machine*.
- There are five spellings for /ee/ that are used either exclusively or almost exclusively in multisyllable words: 'y' as in *funny*, 'i' as in *radio*, 'ey' as in *monkey*, 'i\_e' as in *machine*, and 'e' as in *prefix* (with the exception of a handful of high-frequency words: *be*, *she*, *we*, *he*, *me*).
- The spelling 'i' is the only spelling that regularly appears before another vowel spelling: *accordion*, *historian*, *funniest*, *interior*, *radio*, *piano*.

### Foundational Skills

- You may wish to tab Vowel Code Flip Book page 9 for Introduce /ee/ > 'i'. Also have the Spelling Card listed in the Lesson at a Glance chart, student Individual Code Charts, and green markers readily available.
- Create a new branch for the /ee/ Spelling Tree for the spelling 'i'.
- Create the following leaves for the /ee/ Spelling Tree: *ski*, *taxi*, *pizza*, *radio*, *medium*, *piano*, *happiness*, *heavier*, *easier*, and *easiest*.

### ➤ Digital Component 13.1

- Create an enlarged version of Activity Page 13.1 (Digital Component 13.1) to display for Tricky Spelling 'i', or use the digital version.

## Lesson 13: “A Famous Ship”

## Reading



**Primary Focus:** Students will read “A Famous Ship” with purpose and understanding, will utilize text features such as the table of contents to locate chapters and the glossary to clarify the meaning of words, and will answer written multiple-choice questions about key details in the text.

[RF.2.4a; RI.2.1; RI.2.3; L.2.4e]

### INTRODUCE THE CHAPTER (10 MIN.)

- Ask students to briefly summarize “The War Starts.” Prompt students to recall that although both the U.S. Army and Navy were very small, the U.S. Navy had some success in beating the British in several naval battles.
- Ask students to turn to **page 8** in their Reader.
- Remind students that they have already learned about some of the causes of the War of 1812. These include the British impressment of Americans to become sailors in the British Navy; the British Navy blocked American ships and prevented them from trading with the French; the United States had a desire for westward expansion, and there was conflict with Native Americans; the British were trading with Native Americans; etc.
- Tell students that the images on **pages 8 and 9** of the introduction will help them gain a better understanding of what war in 1812 was like.
  - **USS Constitution**—This image shows the *USS Constitution*, an American warship. Many of the battles of the War of 1812 occurred at sea between the American and British navies. Point out the masts and sails. Ask students if they know the purpose of the sails. (*to move the ship*)
  - **Modern battleship**—Compare the image of the current battleship to the *USS Constitution*. Note the lack of sails, the difference of materials (metal vs. wood), and the antennae and radio equipment on the modern ship. Explain that ships in the U.S. Navy today are very different from the *USS Constitution*; modern warships can even have fighter jets land on them or go below the surface of the sea as submarines.
  - **Cannon from the 1800s**—This kind of weapon was used in the War of 1812 battles by both the army and navy. This cannon is on wheels, which allowed soldiers to move it around to battlefields. A cannon would be filled with gunpowder, and a cannonball would then be placed inside the cannon. The cannonball would then shoot out of the cannon toward the enemy.

### Reader



Page 2; Page 38

- **19th-century soldiers**—Discuss the uniforms and equipment of the 19th-century (1800s) soldiers. There are a few soldiers on horseback in the background. Remind students that soldiers in the army fought on land, either on foot or on horseback.
- Tell students that the title of today’s chapter is “A Famous Ship.”
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

### Preview Tricky Word

- You may wish to preview the following Tricky Word before reading the chapter.
  - **iron**—Students are likely to pronounce this word /ee/ /r/ /o/ /n/, given the recent instruction in the sound of the spelling ‘i’ as /ee/, or /er/ /o/ /n/. However, point out that the actual pronunciation is /ie/ /er/ /n/.

### Preview Core Vocabulary

- Preview specific vocabulary immediately before students are asked to read the page(s) on which they first appear. The page number where each word first appears in “A Famous Ship” is listed after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.

**document—n.**, an official or important paper (40)

**branch—n.**, one of three major parts of the government (40)

**Supreme Court—n.**, the highest court of law in the United States (40)

**string—n.**, a series (42)

**mast—n.**, the tall pole on a ship to which the sails are attached (masts) (42)

**plank—n.**, a long, thick board (planks) (42)

**Vocabulary Chart for “A Famous Ship”**

| Vocabulary Type                           | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---|---------------------------------|----------------------------------|---------------------------------|
| Core Vocabulary                           | Supreme Court<br>mast           | plank                            |                                 |
| Multiple-Meaning Core<br>Vocabulary Words | branch                          | document<br>string               |                                 |
| Sayings<br>and Phrases                    |                                 |                                  |                                 |

- 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 sound/spelling.

**Note:** Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted.

1. doc | u | ment
2. branch
3. Su | preme Court
4. string
5. mast
6. plank

## READ “A FAMOUS SHIP” (20 MIN.)

### 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 Knowledge. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so 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 38 and 39

- Read the title of the chapter together as a class, “A Famous Ship.”
- Call students’ attention to the image of a ship on **page 39**.
- Help students read the caption on **page 39**, and point out that it describes the image.

- Remind students to always read captions to gain information.
- Have students read **page 38** to themselves to find the answer to the question: “What do the letters ‘USS’ stand for?”
- When students have finished reading, restate the question and have students answer. (*‘USS’ stands for United States Ship.*)

### Pages 40 and 41

- Introduce the words *document*, *branch*, and *Supreme Court* as vocabulary words.
- Ask students, “Where in the Reader could we find the definition of *document* quickly?” (*the glossary*)
- Ask students to turn to the glossary and locate words that begin with the letter ‘d’. Have them find the word *document*, and call on one student to read the definition.
- Redirect students’ attention to **page 40**. Have them locate the word *document* on **page 40**.
- Have students look up the words *branch* and *Supreme Court* in the glossary and read the definitions together as a class.
- Have students read the first paragraph on **page 40** to themselves to find the answer to fill in the blank in the sentence: “The \_\_\_\_\_ is the document that lays out the laws of the land.”
- When students have finished reading, reread the sentence and have students fill in the blank. (*The Constitution is the document that lays out the laws of the land.*) Record the answer on the board/chart paper.
- Have students read the second paragraph of **page 40** to themselves to find the answer to the question: “Why did the people of the United States name one of their fighting ships after the Constitution?”
- When students have finished reading, restate the question and have students answer. (*The people of the United States were proud of the Constitution, so they named one of their fighting ships the USS Constitution.*)
- Direct students’ attention to the image and caption on **page 41**.

### Pages 42 and 43

- Have students look up *string* and *mast* in the glossary, and read the definitions together as a class. Note for students that the plural form of *mast* is used in this chapter, *masts*.

- Call on several students to read the six paragraphs on **page 42** out loud while the class listens for the answer to the question: “Why did American sailors say that the USS *Constitution*’s sides were made of iron?”
- When students have finished reading the page, restate the question and ask students to answer. (*During the battles, some cannonballs bounced off the thick walls of the USS Constitution.*) Record the answer on the board/chart paper.
- Ask, “Did the same thing happen to the British ships?” (*no*)
- Direct students’ attention to the image on **page 43** and read the caption aloud as a class

## Pages 44 and 45

- Call on several students to read the three paragraphs on **page 44** out loud while the class listens for the answer to the question: “What nickname did the USS *Constitution* get because of its thick sides?”
- When students have finished reading the page, restate the question and ask students to answer. (*The USS Constitution was nicknamed Old Ironsides.*) Record the answer on the board/chart paper.
- Direct students’ attention to the image and caption on **page 45**, and call on one student to read the caption aloud.

## Wrap-Up

- Display and discuss Timeline Card 12 (USS *Constitution*), and tape it to the designated space on the timeline [after Timeline Card 11 (American soldiers at the time of the War of 1812)].
- Direct students’ attention to the notes you recorded while reading. Read the notes aloud as a class.
- Ask students if there is additional information that should be added to the notes.



### Exit Pass: Make Connections

Ask students to think about and respond to the following question: “What connections do the USS *Constitution* and the U.S. Constitution have?” This question will require inferencing and higher order thinking, and may be difficult for some students. There could be more than one answer.



### Reading

#### Reading/Viewing Closely

#### Entering/Emerging

Ask students yes/no questions about the USS *Constitution* and the U.S. Constitution (e.g., “Was the U.S. Constitution a ship in the War of 1812?”).

#### Transitioning/Expanding

Ask students to complete the sentence frame, “The USS *Constitution* was a ship named after \_\_\_\_\_.”

#### Bridging

Ask students to think about the importance of the U.S. Constitution and the success of the USS *Constitution*. Then ask them to describe how the two are connected.



## Lesson 13: Spelling Alternatives and Tricky Spelling

# Foundational Skills



### Primary Focus

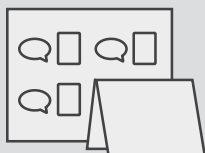
Students will read words with the tricky spelling 'i' > /ee/ and will place the words on the appropriate branch of the Spelling Tree. **[RF.2.3b]**

Students will sort words with 'i' > /i/, /ie/, or /ee/ into the appropriate columns. **[RF.2.3e]**

### INTRODUCE /EE/ > 'I' (15 MIN.)

- Tell students that today's letter-sound correspondence can be found on the following page of the Vowel Code Flip Book and Individual Code Chart.

### Code Materials



| Vowel Code Flip Book                       | Individual Code Chart                      |
|--|--|
| 1. 'i' > /ee/ ( <i>ski</i> ) <b>page 9</b> | 1. 'i' > /ee/ ( <i>ski</i> ) <b>page 8</b> |

- Point to the /ee/ Spelling Tree. Tell students that they already know many different spellings that stand for /ee/. Review these spellings by having students read existing /ee/ words from different branches on the tree, pointing out these specific spellings: 'ee', 'ea', 'e\_e', 'e', 'ey', 'y', and 'ie'.
- Explain that they will learn a new spelling today, the 'i' spelling for /ee/.
- Turn to **page 8** of the **Vowel Code Flip Book**, and put the Spelling Card on the appropriate space. Discuss the power bar.
- Hand out the green markers. Have students turn to **page 8** of the **Individual Code Chart**.
- Guide students in outlining the appropriate card on the chart.
- Shuffle the leaves you prepared for the 'i' spelling for /ee/.
- Hold up one of the leaves you prepared, and call on a student to read the word and identify the spelling for /ee/. Have the student tape the leaf to the appropriate branch.

### Support

Remind students that 'i' is also a tricky spelling as students have previously learned 'i' as /i/ and as /ie/.

- Have students look at the Individual Code Chart. Ask students which of the spellings they have learned for /ee/ has the longest power bar. ('y') Explain that 'y' is the more frequently used spelling for /ee/ and usually occurs at the end of words, such as *funny*, *happy*, etc.; 'i' is less frequently used as a spelling for /ee/ than 'y', but still occurs in many English words.

### TRICKY SPELLING 'I' (15 MIN.)

#### > Digital Component 13.1

- Ask students to turn to Activity Page 13.1 while you display the digital version.
- Review the directions and sample words in which 'i' represents different sounds.
- Complete the activity page as a teacher-guided activity.

#### Activity Page 13.1



#### Activity Page 13.1: Tricky Spelling 'i'

Collect and review Activity Page 13.1. Students who did not correctly complete the activity page may benefit from additional practice with the tricky spelling 'i' at a later time.

End Lesson

### Lesson 13: Foundational Skills Remediation

# Additional Support

### DECODABLE WORDS, SENTENCES, AND PHRASES

- Use the following lists of words, sentences, and phrases to extend your lessons.

#### Decodable Words

- |               |              |               |
|---------------|--------------|---------------|
| 1. experience | 5. happiness | 9. taxi       |
| 2. radio      | 6. medium    | 10. ski       |
| 3. easier     | 7. heavier   | 11. gymnasium |
| 4. audience   | 8. piano     |               |

## Sentences and Phrases

1. happy medium
2. The radio is blaring.
3. Jay is playing the piano.
4. Miami Beach
5. an alien in the attic
6. We hopped in the yellow taxi.

## Wiggle Cards

1. Pretend to play the piano.
2. Pretend to ski.

## MORE HELP WITH TRICKY SPELLING 'I'

### Match Maker

- Make one set of word cards (**Activity Page 13.1**) for each student or pair of students.
- Have students turn all cards facedown on the table or floor in front of them. Students will take turns turning over two cards.
- Students must match the sound the tricky spelling 'i' represents in the words. Remind students to first pronounce the 'i' as /i/. If that doesn't sound right, they should try /ie/ and then /ee/. If the sound of 'i' is the same in each word, and the student correctly says each word, the student keeps the pair of cards. If not, the student puts them back facedown and it is the next player's turn.
- Students continue play until all matches have been found.

### Sort by Sound of 'i'

- Make a copy of **Activity Page TR 13.2** for each student.
- Review the sounds of 'i' in the chart at the top of the page.
- Have students read the first sentence. Then, have students say the word with 'i' underlined.
- Ask students which sound 'i' makes in that word. Have them write the word in the appropriate column to match the sound 'i' makes.

- Then have students work with a partner to complete the activity page.

### Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average 879–937 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average 885–938 of those words would be completely decodable.

The spelling 'i' can be pronounced /i/ as in *sit*, /ie/ as in *biker*, and /ee/ as in *piano*.

## 14

## REVIEW

## Tricky Spelling 'i'

## PRIMARY FOCUS OF LESSON

**Reading**

Students will partner read "A Famous Ship", will closely read the text by answering text-dependent questions, discussing Tier 2 vocabulary, and discussing challenging portions of the text, and will answer written multiple-choice questions about key details in the text. [RF.2.4a; RI.2.1; RI.2.4; RI.2.10]

**Foundational Skills**

Students will read words with the tricky spelling 'i', and will complete fill-in-the-blank sentences with words featuring the tricky spelling 'i'.

[RF.2.3.e; RF.2.4c]

## FORMATIVE ASSESSMENT

Observation

Anecdotal Reading Record "A Famous Ship"  
[RF.2.4a]

Activity Page 14.1

Chapter Questions "A Famous Ship"  
[RI.2.1; RI.2.10]

Activity Page 14.2

Fill in the Blank Tricky Spelling 'i'  
[RF.2.3e]

## LESSON AT A GLANCE

|   | Grouping    | Time    | Materials  |
|---|-------------|---------|--|
| Reading   |             |         |  |
| Review the Chapter  | Partner     | 10 min. | <input type="checkbox"/> <i>The War of 1812</i><br><input type="checkbox"/> Activity Page 14.1                           |
| Close Read “A Famous Ship”                                  | Whole Group | 20 min. |  |
| Foundational Skills   |             |         |  |
| Review Tricky Spelling ‘i’ (Phonics)                        | Whole Group | 20 min  | <input type="checkbox"/> /ee/ Spelling Tree<br><input type="checkbox"/> prepared leaves<br><input type="checkbox"/> tape |
| Practice Tricky Spelling ‘i’ (Phonics and Word Recognition) | Independent | 10 min. | <input type="checkbox"/> Activity Page 14.2  |
| Take-Home Material  |             |         |  |
| “A Famous Ship”: Mixed Practice                             |             |         | <input type="checkbox"/> Activity Pages 14.3, 14.4   |

## ADVANCE PREPARATION

### Foundational Skills

- Prepare the following spelling leaves to add to the /ee/ Spelling Tree: *media*, *India*, *mosquito*, *audience*, *experience*, *gymnasium*, *furious*, *curious*, and *spaghetti*.

### ➤ Digital Component 14.1

- Copy the graphic for Introduce Tricky Spelling 'i' (Digital Component 14.1) on the board/chart paper or prepare to display the digital version.

### Universal Access

- Prepare the following words cards for Practice Tricky Spelling 'i' prior to completion of Activity Page 14.2: *igloo*, *media*, *item*, *impossible*, *chilly*, *chili*, *medium*, *violin*, *piano*, *curious*, *spaghetti*, *India*.
- Gather several trade books and/or children's magazines for students to locate words with the sounds for tricky spelling 'i'.

## Lesson 14: “A Famous Ship”

## Reading



**Primary Focus:** Students will partner read “A Famous Ship,” will closely read the text by answering text-dependent questions, discussing Tier 2 vocabulary, and discussing challenging portions of the text, and will answer written multiple-choice questions about key details in the text. [RF.2.4a; RI.2.1; RI.2.4; RI.2.10]

## REVIEW THE CHAPTER (10 MIN.)

- Have students partner read “A Famous Ship.”



## Observation: Anecdotal Reading Record

As you listen to students read “A Famous Ship,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

## CLOSE READ “A FAMOUS SHIP” (20 MIN.)

- After students have finished reading “A Famous Ship” with their partners, lead students in a close reading of the text by doing the following:
  - asking text-dependent questions that require students to draw on evidence from the text;
  - identifying and discussing general academic (Tier 2) vocabulary;
  - discussing sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences; and
  - engaging students in a culminating writing activity that is completed independently, if possible.
- There are many ways for students to respond to the questions you present, and you may want to change the way in which you ask for students’ responses in each lesson or even during the lesson to improve student engagement. For this lesson, following a question, ask all students to write their answers before asking an individual student to respond orally.

## Reader



## Page 38



## Teacher Overview

**Main Idea and Key Details:** The main idea of the chapter is that the USS *Constitution* was a ship named for the Constitution of the United States. It fought in battles during the War of 1812 and did not have much damage, earning it the nickname “Old Ironsides.” The ship can be seen today in Boston harbor.

**Synopsis:** The chapter “A Famous Ship” provides information about the role of the USS *Constitution* in the War of 1812 and how it survived the war.

## Lesson

### Text From Reader

Portions of the text of the Reader are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.

### Vocabulary Instruction

As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.

### Text-Dependent Questions

After targeted vocabulary has been defined and/or discussed, ask the text-based questions.

Begin with a “winnable” question that will help orient students to the text.

The sequence of questions should build a gradual understanding of the key details of the text.

Questions should focus on a word, phrase, sentence or paragraph.

### Responses

Answers should reference the text.

Multiple responses may be provided using different pieces of evidence.

Inferences must be grounded logically in the text.

### Page 38

The ship on the right is the USS *Constitution*. It was one of the ships that battled in the War of 1812. The letters ‘USS’ stand for *United States Ship*.

What do the letters ‘USS’ stand for?

The letters ‘USS’ stand for *United States Ship*.

### Page 40

The USS *Constitution* was named for a very important document, the Constitution of the United States. The Constitution lays out the laws of the land.

**lays out**—explains in detail. Note for students the multiple meanings of these words. The words *lays out* can also mean spreads out or arranges.

What is the Constitution of the United States?

The Constitution of the United States is a document that lays out the laws of the land.

| Lesson   |   |   |   |
|--|---|---|---|
| Text From Reader   | Vocabulary Instruction  | Text-Dependent Questions  | Responses   |
| Portions of the text of the Reader are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.      | As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.   | <p>After targeted vocabulary has been defined and/or discussed, ask the text-based questions.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence or paragraph.</p> | <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p>   |
| It states what people serving in each branch of the U.S. government can do. It says what the president, the Congress, and the Supreme Court can do—and also what they cannot do. | <b>branch</b> —a major part of a government. Note for students the multiple meanings of this word. The word <i>branch</i> can also mean part of a tree that grows out from the trunk, or it can mean a local office of a company. | Reread the first paragraph on page 40. Describe some of the details of the Constitution. What people or groups are part of the three branches of government?  | <p>The Constitution states what people serving in each branch of the U.S. government can do. It says what the president, the Congress, and the Supreme Court can do—and also what they cannot do.</p> <p>The president, the Congress, and the Supreme Court are part of the three branches of government.</p> |

## Lesson

| <b>Text From Reader</b><br>Portions of the text of the Reader are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.  | <b>Vocabulary Instruction</b><br>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.   | <b>Text-Dependent Questions</b><br>After targeted vocabulary has been defined and/or discussed, ask the text-based questions.<br><br>Begin with a “winnable” question that will help orient students to the text.<br><br>The sequence of questions should build a gradual understanding of the key details of the text.<br><br>Questions should focus on a word, phrase, sentence or paragraph. | <b>Responses</b><br>Answers should reference the text.<br><br>Multiple responses may be provided using different pieces of evidence.<br><br>Inferences must be grounded logically in the text. |
|---|--|---|--|
| <p><b>Page 42</b><br/> During the War of 1812, the USS <i>Constitution</i> had a string of battles on the high seas.<br/> In one battle, the USS <i>Constitution</i> attacked a British ship. It was a hard fight. The sailors on both sides fired cannons. The guns blazed and smoked. The British ship fired back. But its cannonballs did less damage to the U.S. ship. In fact, some of them bounced off the thick walls of the American ship.<br/> When the American sailors saw this, they cheered.<br/> “Hooray!” one of them shouted. “Her sides are made of iron!”<br/> In fact, however, the sides of the ship were not made of iron but of very thick planks of wood. The wooden sides of the USS <i>Constitution</i> were much thicker than most ships.</p> | <p><b>string (of battles)</b>—series (of battles). Note for students the multiple meanings of this word. The word <i>string</i> can also mean a long piece of twisted thread used to tie things together or hang things.<br/> <b>blazed</b>—shot quickly and repeatedly. Note for students the multiple meanings of this word. The word <i>blazed</i> can also mean burned brightly like fire.<br/> <b>damage</b>—harm</p> | <p>Was the USS <i>Constitution</i> really made of iron?</p>   | <p>No, the USS <i>Constitution</i> was not really made of iron. It was made of strong wood.</p>  |

| Lesson   |  |   |   |
|--|--|---|---|
| Text From Reader   | Vocabulary Instruction   | Text-Dependent Questions  | Responses   |
| <p>Portions of the text of the Reader are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p> | <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p> | <p>After targeted vocabulary has been defined and/or discussed, ask the text-based questions.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence or paragraph.</p> | <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p>                                       |
| <p><b>Page 44</b></p> <p>They also gave the ship a nickname. They called it “Old Ironsides” because its wooden sides seemed as strong as iron.</p>                                 |  | <p>If the USS <i>Constitution</i> was made of wood, not iron, why was it nicknamed Old Ironsides?</p>   | <p>Because the cannonballs did not do much damage to the ship, it was as if the sides of the ship were made of iron. The sailors gave the ship the nickname to describe just how strong the sides of the ship were.</p> |



## Wrap-Up

- Have students complete Activity Page 14.1 independently.



### Activity Page 14.1: Chapter Questions

Collect and review Activity Page 14.1. Students who did not correctly answer these questions may benefit from rereading the chapter and/or practicing looking back in the text to find the answer to questions.

## Lesson 14: Tricky Spelling 'i'

# Foundational Skills




**Primary Focus:** Students will read words with the tricky spelling 'i', and will complete fill-in-the-blank sentences with words featuring the tricky spelling 'i'.

[RF.2.3.e; RF.2.4c]

### REVIEW TRICKY SPELLING 'I' (20 MIN.)

- Remind students that in a previous lesson they learned a new way to spell the /ee/ sound as 'i'. Have students read all of the words on the /ee/ Tree that are spelled with 'i'.
- Shuffle the new leaves that you prepared for the /ee/ Tree. Have students read all the words aloud as a class.
- Call on an individual student to tell you the spelling of the /ee/ sound in each word. Have another student circle the letter and a third student tape the word to the Spelling Tree.
- Now, remind students that they also know two other sounds for 'i', /i/ and /ie/, so 'i' is a tricky spelling.
- Direct students' attention to the graphic for tricky spelling 'i' that you prepared in advance.

## ➤ Digital Component 14.1

|   |   |      |        |        |       |
|---|---|------|--------|--------|-------|
|  | → | /ee/ | pizza  | piano  | media |
|   | → | /ie/ | biking | hiking | kind  |
|   | → | /i/  | fit    | sit    | bit   |

- Review all three sounds that the tricky spelling 'i' may represent.

### PRACTICE TRICKY SPELLING 'I' (10 MIN.)

- Ask students to turn to Activity Page 14.2.
- Read aloud all the words in the box, and then have students complete the activity page independently.



#### Activity Page 14.2: Fill in the Blank

Collect and review Activity Page 14.2. Students who did not correctly complete this activity page may benefit from additional practice with the tricky spelling 'i' at a later time.

End Lesson

## Take-Home Material

### "A FAMOUS SHIP"; MIXED PRACTICE

- Have students take home Activity Page 14.3 to read to a family member and Activity Page 14.4 to complete.



### Foundational Skills

#### Using Foundational Skills

Using the word cards you prepared in advance, have students sort the words by the sound of 'i'. After sorting, have students read the words for each sound of 'i'.

#### Challenge

Challenge students to use one of the resources you prepared in advance to locate words to represent all the sounds they have learned for 'i'.

#### Activity Page 14.2



#### Activity Pages 14.3, 14.4



## Lesson 14: Foundational Skills Remediation

# Additional Support

### MORE HELP WITH TRICKY SPELLING 'I'

#### Read the Sentences

- Make a copy of **Activity Page TR 14.1** for each student.
- Review the various sounds which the spelling 'i' may represent: 'i' > /i/, /ie/, or /ee/.
- Ask students to read each sentence to themselves, reminding them that the spelling 'i' can be tricky and they may need to try different sounds when they encounter it in an unfamiliar word.
- Call students' attention to the words in each sentence that include the 'i' spelling, asking students to sound out the word(s), trying different sounds as necessary.
- Finally, ask one student to read the entire sentence aloud. Do the same for the remaining sentences.

#### Roll, Flip, Read

- Make several copies of the Word Card Template (**Activity Page TR 11.2**).
- Select words from the box to create a set of cards for each player. Each card should have a word on one side and a number on the other.

|              |             |              |
|--------------|-------------|--------------|
| 1. zucchini  | 10. salami  | 19. liter    |
| 2. patio     | 11. ski     | 20. baptism  |
| 3. radio     | 12. pizza   | 21. igloo    |
| 4. finish    | 13. Lydia   | 22. hiding   |
| 5. curious   | 14. finance | 23. wisest   |
| 6. cafeteria | 15. dinner  | 24. taxi     |
| 7. diver     | 16. misses  | 25. medical  |
| 8. finding   | 17. item    | 26. lollipop |
| 9. visitor   | 18. indeed  | 27. diner    |

- Follow the procedure for Roll, Flip, Read in Additional Support Lesson 11.

## ASSESSMENT

# Spelling Assessment

### PRIMARY FOCUS OF LESSON

#### Language (Spelling)

Students will spell dictated words featuring the spellings 'ge', 'dge', and 'tion', and the Tricky Word *Europe*, and will write three of the words in alphabetical order.

[L.2.2d; RF.2.3e]

#### Reading

Students will read "The Attack on Washington, D.C." with purpose and understanding, will use digital dictionaries and digital/print glossaries to clarify the meaning of words, and will arrange written sentences describing key events from the text in correct sequential order. [RF.2.4a; RI.2.1; RI.2.3; L.2.4e]

#### Language (Grammar)

Students will correct run-on sentences by rewriting each as two sentences, or combining the ideas of the run-on sentence to create one sentence, and will identify the correct use of apostrophes. [L.2.1f; L.2.2c]

### FORMATIVE ASSESSMENT

Activity Page 15.1

Spelling Assessment

[L.2.2d; RF.2.3e]

Activity Page 15.2

Sequence Key Events "The Attack on Washington, D.C."

[RI.2.1; RI.2.3]

Activity Page 15.3

Run-On Sentences and Apostrophes

[L.2.1f]



## LESSON AT A GLANCE

|                                       | Grouping    | Time    | Materials   |
|---------------------------------------|-------------|---------|---|
| Language (Spelling)                   |             |         |   |
| Spelling Assessment                   | Whole Group | 20 min. | ❑ Activity Page 15.1  |
| Reading                               |             |         |   |
| Introduce the Chapter                 | Whole Group | 30 min. | ❑ <i>The War of 1812</i><br>❑ Individual Code Chart<br>❑ Timeline Card 13<br>❑ tape<br>❑ Activity Page 15.2 |
| Read “The Attack on Washington, D.C.” |             |         |   |
| Language (Grammar)                    |             |         |   |
| Run-On Sentences                      | Independent | 10 min. | ❑ Activity Page 15.3  |

## ADVANCE PREPARATION

### Note to Teacher

During this lesson, you will introduce students to using a digital dictionary and digital glossary. Students have practiced using a print dictionary and print glossary up to this point. Now it is time for students to translate those skills to using the same resources as digital versions. Be sure to explicitly model how to use a digital dictionary and digital glossary in this lesson, as this is the first time you are introducing these resources to students.

### Language

- Be sure to erase the spelling table from the board and/or turn the chart paper over.

### Reading

- Select an online digital dictionary to model with and teach students to use. The following online dictionaries are specifically written and designed for use by younger students:
  - Wordsmyth—[www.wordsmyth.net](http://www.wordsmyth.net)
  - Merriam-Webster Learner's Dictionary—[www.learnersdictionary.com](http://www.learnersdictionary.com)
  - Your Dictionary—[www.yourdictionary.com](http://www.yourdictionary.com)

### ➤ Digital Component 15.1

- Prepare to display the digital glossary (Digital Component 15.1) for students to navigate and use while reading the chapter.
- Plan to pair students to complete Activity Page 15.2.

### Language

- Write the following run-on sentence on the board/chart paper for Run-On Sentences and cover it:
  - We went to lunch Tuesday we will go again Friday.

## Lesson 15: Spelling Assessment

## Language



**Primary Focus:** Students will spell dictated words featuring the spellings 'ge', 'dge', and 'tion', and the Tricky Word *Europe*, and will write four of the words in alphabetical order. [L.2.2d; RF.2.3e]

## SPELLING ASSESSMENT

## Activity Page 15.1



- Have students turn to Activity Page 15.1.
- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students time to write the word.
- Repeat this procedure with each of the remaining words.

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

**Tricky Word: Europe**

- Direct students' attention to the lines on the back of the activity page. Tell students to write the sentence "Great Britain is located in Europe." Slowly repeat this sentence three times.
- At the end, go back through the list, and read each spelling word one more time.
- After all the words have been called out, tell students that 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/chart paper, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.

- Continue through all the words and then onto the sentence.
- Circle the following words on the board/chart paper. Ask students to write the words in alphabetical order on the back of the activity page:

1. change

2. cottage

3. caption

- After all students have finished, write the three words in alphabetical order for students to correct their papers.

1. caption

2. change

3. cottage



### Activity Page 15.1: Spelling Assessment

Collect Activity Page 15.1. At a later time, use the template provided in Teacher Resources to analyze students' mistakes. This will help you understand any patterns that are beginning to develop or that are persistent among individual students.

## Lesson 15: "The Attack on Washington, D.C."

# Reading



**Primary Focus:** Students will read "The Attack on Washington, D.C." with purpose and understanding, will use digital dictionaries and digital/print glossaries to clarify the meaning of words, and will arrange written sentences describing key events from the text in correct sequential order. **[RF.2.4a; RI.2.1; RI.2.3; L.2.4e]**

### INTRODUCE THE CHAPTER (10 MIN.)

- Tell students that the title of today's chapter is "The Attack on Washington, D.C."
- Tell students that *D.C.* in the name Washington, D.C., stands for *District of Columbia*. The full name of the city is Washington, District of Columbia. Washington, D.C., is a city, not a state. The city is the capital of the United States, where many important buildings and people connected to the U.S. government are found.
- Review what students have learned so far about the War of 1812.

### Reader



Page 46

- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

### Preview Spellings

- Write the word *Capitol* on the board/chart paper.
  - Circle the letter 'o'.
  - Tell students that the letter 'o' represents the schwa sound /u/.
  - Write the word *symbol* on the board/chart paper as another example of a word in which 'o' spells the sound /u/.
  - Ask students to refer to **page 7** of the **Individual Code Chart** to locate the spelling 'o' representing the /u/ sound.

### Preview Tricky Word

- You may wish to preview the following Tricky Word before reading the chapter:
  - **special**—Students are likely to pronounce it /s/ /p/ /e/ /k/ /i/ /a/ /l/. However, the word is pronounced /s/ /p/ /e/ /sh/ /ə/ /l/.

### Preview Core 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 Attack on Washington, D.C.” is listed after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.

**Capitol—n.**, the building in Washington, D.C., where Congress meets (46)

**support the troops—v.**, to provide encouragement and sometimes food and supplies to soldiers (48)

**defeat—n.**, loss in a contest or battle (48)

**Vocabulary Chart for “The Attack on Washington, D.C.”**

| Vocabulary Type                        | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|--|---------------------------------|----------------------------------|---------------------------------|
| Core Vocabulary                        | Capitol                         | panic<br>defeat<br>flee          |                                 |
| Multiple-Meaning Core Vocabulary Words |                                 |                                  | trunk                           |
| Sayings and Phrases                    | support the troops              |                                  |                                 |

- Assist students in decoding these words in the following way:
  - Write the vocabulary word on the board/chart paper.
  - 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 sound/spelling.

**Note:** Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted:

1. Cap | i | tol ‘o’ > /ə/ (*symbol*)
2. supp | ort the troops
3. de | feat
4. pan | ic
5. flee
6. trunk

## READ “THE ATTACK ON WASHINGTON, D.C.” (20 MIN.)

### 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 Knowledge. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so 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 46 and 47

- Read the title of the chapter together as a class, “The Attack on Washington, D.C.”

- Preview the vocabulary word *Capitol*, and discuss its definition.
- Model how to use a digital dictionary and digital glossary to look up the word *Capitol* in the following manner:
  - Navigate to your chosen digital dictionary.
  - Explain that you are first typing the word into the search box on the website.
  - Next, discuss the search results that came up and the various meanings of the word. Note whether the meanings are similar to or different from the meaning in the Reader glossary. Also note information provided in addition to the meaning that is similar to or different from information provided in the Reader glossary.

### ➤ Digital Component 15.1

- Next, search the digital glossary for the word *Capitol*. Please note that this is a PDF of the Reader glossary, so the definitions will be identical.
- Explain how you are searching for it, whether scrolling through pages or using the Find feature in the program displaying the glossary.
- Tell students to read **page 46** to themselves to find the answer to the question: “Why was President Madison upset?”
- When students have finished reading, restate the question and ask students to answer. (*President Madison was upset because two years had passed, and the war was still going on. The U.S. Army had won some battles and lost some battles. The British army was marching toward Washington, D.C.*)
- Direct students’ attention to the image on **page 47**, and call on one student to read the caption aloud.

### Pages 48 and 49

- Preview the vocabulary words *support the troops*, *panic*, and *defeat*, and discuss their definitions. Note for students that the past tense of the word *panic* is used in this chapter, *panicked*.
- Model locating the vocabulary words in the dictionary and digital glossary. Note any differences in meaning found and/or whether all the words could be located in both resources.
- Tell students to read the first two paragraphs on **page 48** to themselves to find the answer to the question: “What did President Madison plan to do?”
- When students have finished reading, restate the question and ask students to answer. (*President Madison planned to go support the troops in a big battle outside the city.*)

- Say, “I wonder how the battle went. Let’s read the rest of **page 48** to find out.”
- When students have finished reading, restate the question and ask students to answer. (*The battle did not go well. The U.S. Army was beaten. People panicked.*)
- Direct students’ attention to the image on **page 49**, and read the caption aloud as a class.

## Pages 50 and 51

- Preview the vocabulary word *flee*, and discuss its definition.
- Call on a student to use the digital dictionary to find the definition of *flee*. Have a different student use the digital glossary to find the definition of *flee*.
- Tell students to read **page 50** to themselves to find the answer to the question: “What did Mrs. Madison have to do, and why?”
- When students have finished reading, restate the questions and ask students to answer. (*Mrs. Madison had to flee because the British were coming.*)
- Ask, “What did Mrs. Madison hope to do?” (*She hoped to take as much with her as she could.*)
- Direct students’ attention to the image on **page 51**, and read the caption aloud.

## Pages 52 and 53

- Preview the vocabulary word *trunk*, and discuss its definition.
- Say, “I wonder what Mrs. Madison was able to take with her. Let’s read **page 52** to find out.”
- When students have finished reading, restate the question and ask students to answer. (*Mrs. Madison grabbed things that were important to the American people like papers and letters. She ordered her slaves and servants to take a painting of George Washington from its frame.*)
- Direct students’ attention to the image on **page 53**, and call on one student to read the caption aloud.

## Wrap-Up

- Display and discuss Timeline Card 13 (Dolley Madison), and tape it to the designated spot on the timeline [after Timeline Card 12 (USS *Constitution*)].
- Have students complete Activity Page 15.2 with a partner.



### Reading

#### Reading/Viewing Closely

#### Entering/Emerging

Ask students yes/no questions about events in the chapter (e.g., “Was Mrs. Madison able to stay at the President’s House during the war?”).

#### Transitioning/Expanding

Ask students to complete the sentence frame:  
“Mrs. Madison had to flee the President’s House because \_\_\_\_\_.”

#### Bridging

Encourage students to use key details from the text in answering the question: “What did Mrs. Madison have to do, and why?”

### Activity Page 15.2







### Activity Page 15.2: Chapter Questions

Collect and review Activity Page 15.2. Students who did not correctly sequence the events and/or who did not use appropriate information from the text to describe how they could have helped Dolley Madison may benefit from rereading the text and from practicing looking back in the text to locate information to support their answers.

## Lesson 15: Grammar

# Language



**Primary Focus:** Students will correct run-on sentences by rewriting each as two sentences, or combining the ideas of the run-on sentence to create one sentence, and will identify the correct use of apostrophes. [L.2.1f; L.2.2c]

### RUN-ON SENTENCES

- Remind students that you have previously discussed how to fix run-on sentences.
- Uncover the run-on sentence you prepared in advance and direct students' attention to it.
  - We went to lunch Tuesday we will go again Friday.



### Check for Understanding

Ask students to work with a partner to correct the run-on sentence. Have students share their ideas. They should come up with the following possibilities:

- We went to lunch Tuesday. We will go to lunch again Friday.
- We went to lunch Tuesday and will go again Friday.

- Next, remind students that an apostrophe in a word can indicate a contraction, taking the place of letters to combine two words into one, such as in *can't*. It can also be apostrophe 's' at the end of a word that shows ownership; the person, or owner, owns something.

- Ask students to turn to Activity Page 15.3.
- Complete the first item as an example, and then have students complete as many items independently as time permits.

## Activity Page 15.3



### Activity Page 15.3: Run-On Sentences and Apostrophes

Collect and review Activity Page 15.3. Students who did not correct the run-on sentences appropriately may benefit from additional practice at a later time. Students who did not correctly identify the appropriate way to write apostrophes would benefit from a review and additional practice.

End Lesson

## Lesson 15: Foundational Skills Remediation

# Additional Support

### MORE HELP WITH ALPHABETIZING WORDS

#### Race to the Top

- Make one copy of the game board templates (**Activity Pages TR 4.2, TR 4.3**) for each pair of players.
- Copy the word card template for each player (**Activity Page TR 15.1**).
- Each student gets his or her own ladder and a set of word cards.
- Students flip over two cards to begin. They must read the words correctly, then decide which word comes first alphabetically. They will place the cards on the first two steps of the ladder. If they misread a word, they lose a turn. As additional words are added, students should review the words and move cards into alphabetical order. The first one to fill the steps of the ladder with their words in alphabetical order wins.

## 16

## READING

## Close Reading

## PRIMARY FOCUS OF LESSON

**Reading**

Students will partner read “The Attack on Washington, D.C.,” and will closely read the text by answering text-dependent questions, discussing Tier 2 vocabulary, and discussing challenging portions of the text. [RF.2.4a; RI.2.1; RI.2.4; RI.2.10]

**Foundational Skills**

Students will read and sort words featuring the tricky spelling ‘i’ > /i/, /ie/ or /ee/. [RF.2.3b]

**Language (Spelling)**

Students will read and alphabetize one-, two-, and three-syllable words from *The War of 1812*. [L.2.2d]

## FORMATIVE ASSESSMENT

Observation

**Anecdotal Reading Record** “The Attack on Washington, D.C.”  
[RF.2.4a]

Exit Pass

**Offer an Opinion**  
[RI.2.1]

Exit Pass

**Identify Sound of ‘i’**  
[RF.2.3b]

## LESSON AT A GLANCE

|  | Grouping    | Time    | Materials                                  |
|--|-------------|---------|--|
| Reading  |             |         |  |
| Review the Chapter   | Partner     | 10 min. | ❑ <i>The War of 1812</i>                   |
| Close Read “The Attack on Washington, D.C.”                        | Whole Group | 20 min. |  |
| Foundational Skills  |             |         |  |
| Practice Tricky Spelling ‘i’ (Phonics and Word Recognition)        | Whole Group | 10 min. | ❑ board<br>❑ prepared word cards<br>❑ tape |
| Language (Spelling)  |             |         |  |
| Introduce Spelling Words   | Whole Group | 20 min. | ❑ prepared word cards<br>❑ tape            |
| Take-Home Material   |             |         |  |
| Family Letter; “The Attack on Washington, D.C.”; Alphabetize Words |             |         | ❑ Activity Pages 16.1–16.3                 |

## ADVANCE PREPARATION

### Note to Teacher

This week the spelling words are all domain-specific words instead of words with a particular spelling feature.

### Foundational Skills

#### ➤ Digital Component 16.1

- Copy the graphic for Practice Tricky Spelling 'i' (Digital Component 16.1) on the board/chart paper or display the digital version.
- Copy the following words onto individual index cards for Practice Tricky Spelling 'i'.

- |              |             |
|--------------|-------------|
| 1. ski       | 11. rising  |
| 2. sit       | 12. crib    |
| 3. trick     | 13. easiest |
| 4. biting    | 14. fix     |
| 5. radio     | 15. British |
| 6. trip      | 16. medium  |
| 7. piano     | 17. riding  |
| 8. happiness | 18. list    |
| 9. finish    | 19. hiding  |
| 10. heavier  | 20. taxi    |

### Language

- Write this week's spelling words on cards, and have paper clips handy for folding the cards.

## Lesson 16: “The Attack on Washington, D.C.”

## Reading



**Primary Focus:** Students will partner read “The Attack on Washington, D.C.,” and will closely read the text by answering text-dependent questions, discussing Tier 2 vocabulary, and discussing challenging portions of the text.

[RF.2.4a; RI.2.1; RI.2.4; RI.2.10]

## REVIEW THE CHAPTER (10 MIN.)

- Have students partner read “The Attack on Washington, D.C.”



## Observation: Anecdotal Reading Record

As you listen to students read “The Attack on Washington, D.C.,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

## Reader



## Page 46

## CLOSE READ “THE ATTACK ON WASHINGTON, D.C.” (20 MIN.)

- After students have finished reading “The Attack on Washington, D.C.” with their partners, lead students in a close reading of the text by doing the following:
  - asking text-dependent questions that require students to draw on evidence from the text;
  - identifying and discussing general academic (Tier 2) vocabulary;
  - discussing sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences; and
  - engaging students in a culminating writing activity that is completed independently, if possible.
- There are many ways for students to respond to the questions you present, and you may want to change the way in which you ask for students’ responses in each lesson or even during the lesson to improve student engagement. For this lesson, have students work as partners. Following each question, direct students to consult with their partner about the correct response, before one student raises his or her hand to respond.

### Teacher Overview

**Main Idea and Key Details:** The main idea of the chapter is that the British attacked Washington, D.C., which was a young town at the time. When people found out that the U.S. Army had been beaten by the British in a battle outside the city, they panicked and fled. Dolley Madison saved valuable documents and a painting from the President's House.

**Synopsis:** The chapter "The Attack on Washington, D.C." provides information about the British march to and attack on Washington, D.C.

### Lesson

#### Text from Reader

Portions of the text of the Reader are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.

#### Vocabulary Instruction

As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.

#### Text-Dependent Questions

After targeted vocabulary has been defined and/or discussed, ask the text-based questions.

Begin with a "winnable" question that will help orient students to the text.

The sequence of questions should build a gradual understanding of the key details of the text.

Questions should focus on a word, phrase, sentence or paragraph.

#### Responses

Answers should reference the text.

Multiple responses may be provided using different pieces of evidence.

Inferences must be grounded logically in the text.

#### Page 46

In August of 1814, President Madison was upset. Two years had passed. The war was still going on. The U.S. Army had won some battles, and it had lost some battles.

At the time, Washington, D.C., was a young town. Some buildings had just been finished. Others were not finished yet.

**young (town)**—a town started or established not too long ago

Reread the third paragraph on page 46. Describe Washington, D.C., as a town at the time.

Washington, D.C., was a young town. Some buildings had just been finished. Others were not finished yet.

| Lesson  |   |   |   |
|---|---|---|---|
| Text from Reader  | Vocabulary Instruction  | Text-Dependent Questions  | Responses   |
| Portions of the text of the Reader are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.   | As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.   | <p>After targeted vocabulary has been defined and/or discussed, ask the text-based questions.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence or paragraph.</p> | <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p> |
| <b>Page 48</b><br>The President’s House was a special house that had been constructed for the president. (Today it is called the White House.) It was only about ten years old at the time. It was home to President Madison and his wife, Dolley.  |   | Who lived at the President’s House?   | President Madison and his wife Dolley lived at the President’s House.   |
| President Madison was aware that there was going to be a big battle outside the city. He planned to go support the troops. People quickly found out about the defeat. The army had lost! The British were coming! People in the city panicked. They grabbed their things and ran away. The roads were jammed with people and carts. | <b>defeat</b> —loss, such as a battle or contest<br><b>panicked</b> —suddenly felt extremely fearful<br><b>jammed</b> —so full that movement stopped. Note for students the multiple meanings of this word. The word <i>jammed</i> can also mean stopped working because a movable part has become stuck. | What were the roads like when people found out about the U.S. Army defeat? Why?   | The roads were jammed with people and carts because people panicked when they heard the British were coming.  |
| <b>Page 50</b><br>President Madison could not get back to the President’s House. His wife, Dolley, was left there with servants and soldiers.   |   | Who was left at the President’s House?  | Dolley Madison, servants, and soldiers were left at the President’s House.  |



## Lesson

| <b>Text from Reader</b><br>Portions of the text of the Reader are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.   | <b>Vocabulary Instruction</b><br>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.   | <b>Text-Dependent Questions</b><br>After targeted vocabulary has been defined and/or discussed, ask the text-based questions.<br><br>Begin with a “winnable” question that will help orient students to the text.<br><br>The sequence of questions should build a gradual understanding of the key details of the text.<br><br>Questions should focus on a word, phrase, sentence or paragraph. | <b>Responses</b><br>Answers should reference the text.<br><br>Multiple responses may be provided using different pieces of evidence.<br><br>Inferences must be grounded logically in the text.  |
|--|--|---|---|
| <b>Page 52</b><br>In the end, Mrs. Madison left most of her own things behind. Instead, she carried away things that were important to the American people. She grabbed papers and letters. She stuffed as many of them as she could into a trunk. | <b>stuffed</b> —filled by packing things in. Note for students the multiple meanings of this word. The word <i>stuffed</i> can also mean filled with a soft material, as a cushion, or filled out the skin of an animal that is no longer alive, for mounting. | In the end, what did Mrs. Madison leave behind?   | Mrs. Madison left behind most of her own things.  |
| Mrs. Madison was ready to leave. Then she remembered one last thing. It was a painting of George Washington. There was no time to gently take it from its frame. She ordered the servants to take down the painting.                               |  | What did Mrs. Madison remember before she was ready to leave? Why was this important?   | Mrs. Madison remembered a painting of George Washington, so she had the servants take it with them. George Washington was important to the United States, and she had carried away other things that were important to the American people. |



### Exit Pass: Offer an Opinion

Have students respond to the following question, using evidence from the text in their responses:

- Do you think the actions of Dolley Madison were important? Why or why not?



### Reading

#### Offering Opinions

#### Entering/Emerging

Provide students with sentence frames using a small set of learned phrases (e.g., “I think the actions of Dolley Madison were important.”).

#### Transitioning/Expanding

Provide students with sentence frames using an expanded set of learned phrases (e.g., “I think the actions of Dolley Madison were important because . . .”).

#### Bridging

Provide minimal support and guidance for open responses.

### Support

Read the words on the cards aloud to help students listen for the sound ‘i’ makes.

### Challenge

Encourage students to think of additional words to sort by the sounds of ‘i’ on the chart.

## Lesson 16: Spelling ‘i’ > /i/, /ie/, /ee/

# Foundational Skills

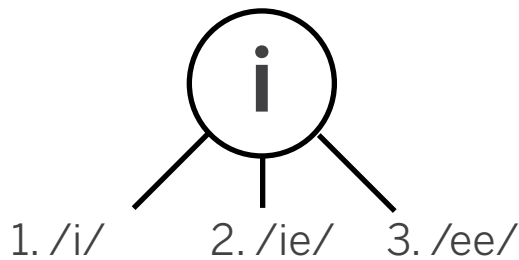


**Primary Focus:** Students will read and sort words featuring the tricky spelling ‘i’ > /i/, /ie/ or /ee/. [RF.2.3b]

### PRACTICE TRICKY SPELLING ‘I’

- Remind students that earlier in this unit, they learned a new sound for the ‘i’ spelling, /ee/ as in *ski*.
- Direct students’ attention to the graphic you prepared in advance for tricky spelling ‘i’. Review the sounds for tricky spelling ‘i’.

### > Digital Component 16.1



- Shuffle and then flash the prepared cards one at a time to students, having them read the cards aloud as a group.
- Distribute the cards to either individual students or to small groups.
- Have each student or small group read the card(s) to the class and then tape each card under the correct header on the board/chart paper.



### Exit Pass: Identify Sound of 'i'

Write the following words on the board: 1. *exercise*; 2. *media*; 3. *fist*. Have students write which sound 'i' makes in each word.

## Lesson 16: Spelling

# Language



**Primary Focus:** Students will read and alphabetize one-, two-, and three-syllable words from *The War of 1812*. [L.2.2d]

### INTRODUCE SPELLING WORDS

- Prior to introducing the specific spelling words, tell students that this week all of the words are related to the Reader, *The War of 1812*.

### Support

Have students use the glossary in the Reader to help remind them of the word meanings. Alternately, have students use the digital glossary and digital dictionary.

- |                 |               |
|-----------------|---------------|
| 1. Madison      | 11. cannon    |
| 2. president    | 12. death     |
| 3. battle       | 13. Dolley    |
| 4. march        | 14. merchants |
| 5. Congress     | 15. paved     |
| 6. British      | 16. hawks     |
| 7. Washington   | 17. painting  |
| 8. support      | 18. monarchy  |
| 9. troops       | 19. navy      |
| 10. impressment |               |

### Tricky Word: Ironsides

- Using the cards you prepared in advance, show students one word at a time, asking them to first read the word. Ask students to use each word in a sentence illustrating its meaning.
- Tell students that you will now put the words in alphabetical order. Fold over the cards and paper clip them so just the first letter shows as you did in previous lessons. Randomly tape the cards to the board/chart paper.

- Ask: “Do you see any words that begin with ‘a’? No. ‘b’? Yes, I have two words that begin with ‘b’. I wonder how we know which one to put first. Let me unfold one more letter. (Fold the cards so the ‘ba’ and ‘Br’ are visible.) Oh, I see. ‘a’ comes before ‘r’, so I will put the word that starts with ‘ba’—*battle*—before the word that starts with ‘Br’—*British*. ‘c’? Yes, I have two words that begin with ‘c’. I wonder how we know which one to put first. Let me unfold one more letter. (Fold the cards so the ‘ca’, ‘Co’ are visible.) Oh, I see. ‘a’ comes before ‘o’, so I will put the word that starts with ‘ca’—*cannon*—before the word that starts with ‘Co’—*Congress*.” 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. battle      | 11. march      |
| 2. British     | 12. merchants  |
| 3. cannon      | 13. monarchy   |
| 4. Congress    | 14. navy       |
| 5. death       | 15. painting   |
| 6. Dolley      | 16. paved      |
| 7. hawks       | 17. president  |
| 8. impressment | 18. support    |
| 9. Ironsides   | 19. troops     |
| 10. Madison    | 20. Washington |

- Tell students the words will remain on display until the assessment so they may refer to them during the week.
- Tell students that they will take home Activity Page 16.1 to share with a family member.

### Activity Page 16.1



# Take-Home Material

## FAMILY LETTER; “THE ATTACK ON WASHINGTON, D.C.”; ALPHABETIZE WORDS

Activity Pages  
16.1–16.3



- Have students take home Activity Page 16.1 to share with a family member, Activity Page 16.2 to read to a family member, and Activity Page 16.3 to complete.

## Lesson 16: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH TRICKY SPELLING ‘I’

### Match Maker

- Using the word cards from the board sort in today’s lesson, allow students to play a game of Match Maker.
- Students should turn all cards facedown. Students will alternate taking turns turning over two cards.
- Students must match the sound the tricky spelling ‘i’ represents in the words. If the sound of ‘i’ is the same in each word, and the student correctly says each word, the student keeps the pair of cards. If not, the student puts them back facedown and it is the next player’s turn.
- The first student to find the most matches wins.

## GRAMMAR

# Building Sentences

### PRIMARY FOCUS OF LESSON

#### Reading

Students will read “The Burning of Washington, D.C.” with purpose and understanding, will use digital dictionaries and print/digital glossaries to clarify the meaning of words, and will answer literal questions about key details in the text. [RF.2.4a; RI.2.1; RI.2.4; L.2.4e]

#### Language (Grammar)

Students will add details to create more complex sentences. [L.2.1f]

#### Differentiated Instruction

Students will identify different parts of speech in “The Burning of Washington, D.C.,” will read word pairs and determine whether targeted letters in each word make the same sound, and will identify verbs and adverbs in sentences.

[RF.2.3a–c,e,f; L.2.1e,f]

### FORMATIVE ASSESSMENT

|                    |  |
|--------------------|--|
| Observation        | Discussion Questions “The Burning of Washington, D.C.”<br>[RI.2.1] |
| Activity Page 17.1 | Parts of Speech (Group 1)<br>[L.2.1f]                              |
| Activity Page 17.2 | Same or Different? (Group 2)<br>[RF.2.3a–c]                        |
| Activity Page 17.3 | Verbs and Adverbs (Group 2)<br>[L.2.1e]                            |

## LESSON AT A GLANCE

|  | Grouping                 | Time    | Materials   |
|--|--------------------------|---------|---|
| Reading  |                          |         |   |
| Introduce the Chapter  | Whole Group              | 30 min. | <input type="checkbox"/> <i>The War of 1812</i><br><input type="checkbox"/> Individual Code Chart<br><input type="checkbox"/> Timeline Card 14<br><input type="checkbox"/> tape |
| Read “The Burning of Washington, D.C.”                       |                          |         |   |
| Language (Grammar)   |                          |         |   |
| Build Sentences  | Whole Group              | 15 min. |   |
| Differentiated Instruction                                   |                          |         |   |
| Parts of Speech, Same or Different Sounds, Verbs and Adverbs | Small Group/ Independent | 15 min. | <input type="checkbox"/> <i>The War of 1812</i><br><input type="checkbox"/> Activity Pages 17.1–17.3  |
| Take-Home Material   |                          |         |   |
| “The Burning of Washington, D.C.”; Run-On Sentences          |                          |         | <input type="checkbox"/> Activity Pages 17.4, 17.5  |

## ADVANCE PREPARATION

### Reading

#### ➤ Digital Component 15.1

- Prepare to display the online dictionary of your choice and the digital glossary (Digital Component 15.1).

### Language

- Write the following sentence on the board/chart paper for Build Sentences:
  - They went on Tuesday.

### Differentiated Instruction

- Using observational data from anecdotal reading records, spelling analysis records, and performance on daily checks for understanding or formative assessments, identify students who may benefit from additional targeted practice in letter-sound correspondences, spelling alternatives, or tricky spellings and assign Activity Page 17.2. Other students may benefit from additional practice with parts of speech (Activity Page 17.1) and/or identification of verbs and adverbs (Activity Page 17.3).

### Universal Access

- Gather images to represent the following core vocabulary words: *toast*, *ransack*, *torch*, *drape*, *heavy blow*, *soot*.



## Lesson 17: “The Burning of Washington, D.C.”

## Reading



**Primary Focus:** Students will read “The Burning of Washington, D.C.” with purpose and understanding, will use digital dictionaries and print/digital glossaries to clarify the meaning of words, and will answer literal questions about key details in the text. [RF.2.4a; RI.2.1; RI.2.4; L.2.4e]

## INTRODUCE THE CHAPTER (10 MIN.)

## Reader



Page 54

- Tell students that the title of today’s chapter is “The Burning of Washington, D.C.”
- Engage students in a brief discussion about what they learned about the attack on Washington, D.C., from reading the previous chapter.
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

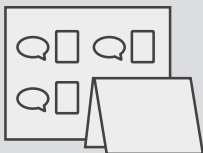
## Preview Spellings

- Write the words *heavy blow* on the board/chart paper.
- Circle the letters ‘ea’.
- Tell students that these letters represent the sound /e/.
- Ask students to turn to **page 7** of the **Individual Code Chart**.
- Ask students to find the /e/ row and follow it across to ‘ea’ (*head*).
- Ask students to summarize what the power bar means for ‘ea’.

## Preview Tricky Word

- You may wish to preview the following Tricky Word before reading the chapter:
  - **shoe**—Students are likely to pronounce it /sh/ /oe/. However, the word is pronounced /sh/ /oo/.

## Code Materials



## Preview Core 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 Burning of Washington, D.C.” is listed after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.

### ➤ Digital Component 15.1

- Have students use the digital dictionary and digital glossary to look up vocabulary words as you preview them.

**charge—v.**, to rush into (charged) (54)

**toast—v.**, to raise a glass and drink in honor of someone or something (toasted) (56)

**ransack—v.**, to search in order to steal and cause damage (ransacked) (56)

**torch—n.**, a piece of wood that burns at one end (torches) (56)

**drape—n.**, curtain (drapes) (56)

**heavy blow—n.**, a difficult loss to deal with (58)

**soot—n.**, the black powder left behind when something burns (58)



## Reading

### Selecting Language Resources

Share the images you prepared in advance.

### Entering/Emerging

Have students repeat and write the vocabulary words with the accompanying image.

### Transitioning/Expanding

Have students create oral sentences using the words.

### Bridging

Have students create and write sentences using the words.

Vocabulary Chart for “The Burning of Washington, D.C.”

| Vocabulary Type                        | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|--|---------------------------------|----------------------------------|---------------------------------|
| Core Vocabulary                        | soot                            | ransack                          |                                 |
| Multiple-Meaning Core Vocabulary Words |                                 | torch<br>toast<br>drape          | charge                          |
| Sayings and Phrases                    | heavy blow                      |                                  |                                 |

- Assist students in decoding these words in the following way:
  - Write the vocabulary word on the board/chart paper.
  - 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 sound/spelling.

**Note:** Here are the vocabulary words divided into syllables for your convenience, with any usual letter-sound correspondences also noted.

1. charge
2. toast
3. ran | sack
4. torch
5. drape
6. heav | y blow      ‘ea’ > /e/ (*head*)
7. soot

- After previewing the vocabulary, remind students that as they are reading, if they do not recall the meaning of a word, they can always look it up in the glossary, digital dictionary, or digital glossary.
- Also, note for students that *torch*, *toast*, and *heavy blow* have multiple meanings. *Torch* can also mean to burn something. *Toast* can also mean a grilled piece of bread. *Heavy blow* can also mean a hard hit using an object or part of the body.

## Support

Note for students the two words *Capitol* and *capital*. Tell students that the word *Capitol*, with a capital letter ‘C’ and the letters ‘tol’ refers to the Capitol building, where Congress meets or where a state government meets. The word *capital* with a lower-case ‘c’ and the letters ‘tal’ refers to the capital city, which is where the main government offices are located.

## READ “THE BURNING OF WASHINGTON, D.C.” (20 MIN.)

- Read the title of the chapter together as a class, “The Burning of Washington, D.C.”
- Take a few moments to go through the chapter, looking at the images and reading the captions.

## Pages 54–59

- Tell students to read **pages 54–59** to themselves to find out what happened to Washington, D.C., when the British arrived.
- As students read silently, you should circulate throughout the room, lending assistance as needed.

- When students have finished reading, restate the question and ask students to answer. (*The British Army marched into Washington, D.C. They burned the Capitol building. They broke down the doors of the President's House and marched inside. They ate dinner inside and then started smashing things. They stole things. Then, they set the house on fire. Then, the British soldiers marched away.*)

## Wrap-Up

- Display and discuss Timeline Card 14 (The Capitol building after the British burned it during the attack on Washington, D.C.), and tape it to the designated spot on the timeline [after Timeline Card 13 (Dolley Madison)].
- Use the following questions to promote discussion:

### Discussion Questions for “The Burning of Washington, DC”

1. **Literal.** Why did British soldiers burn Washington, D.C.?
  - » They were angry because the U.S. Army had burned the capital city of Canada, so they wanted to get back at the Americans by burning the U.S. capital.
2. **Literal.** How were the fires set by the British soldiers put out?
  - » Rain from a storm stopped most of the fires.
3. **Literal.** Why did the Madisons feel they would never call the President's House home again?
  - » They came back and found it was a mess. The walls were black with soot, the windows were broken, and all of their things had been stolen or burned.



### Observation: Discussion Questions

Call on a different student to answer each question. Note students' names and performance in the Discussion Questions Observation Record, using the codes provided.



### Reading

#### Reading/Viewing Closely

#### Entering/Emerging

Prompt students to recall words and phrases related to the burning of Washington, D.C.

#### Transitioning/Expanding

Provide moderate support in eliciting phrases and ideas with more detail related to the burning of Washington, D.C.

#### Bridging

Provide minimal support in eliciting key details related to the burning of Washington, D.C.



## Language

### Modifying to Add Details

#### Entering/Emerging

Encourage students to suggest details related to familiar activities (e.g., “Joyce and Mark went to the playground.”).

#### Transitioning/Expanding

Encourage students to suggest more interesting details (e.g., “Joyce and Mark went to the playground at the park a few blocks away.”).

#### Bridging

Encourage students to complete the sentences with a variety of details (e.g., “Joyce and Mark went to the new playground at the nearby park to try out the new climbing wall.”).

## Lesson 17: Build Sentences

# Language



**Primary Focus:** Students will add details to create more complex sentences.  
[L.2.1f]

### BUILD SENTENCES

- Remind students that they have been talking about complete and incomplete sentences; they have learned that a complete sentence must always have a subject and a predicate.
- Tell students that today they are going to learn how to build or write interesting sentences.
- Direct students’ attention to the sentence you prepared in advance.
  - They went on Tuesday.
- Ask students whether this is a complete or incomplete sentence. Then ask them to help “prove” that the sentence is complete by identifying the subject and the predicate. Underline the subject with a single line and the predicate with a double line.
- Point out that although this is a complete sentence, it is a very simple sentence that does not provide very much information and is not very interesting.
- Write the following column headings on the board/chart paper: “Who?,” “Where?,” “Why?”.
- Pointing to the subject *They*, ask, “Who is meant by *They*?” Record any possible answers under the heading “Who?”.
- Have students choose one of the responses you recorded and use it to write a revised sentence (e.g., *Joyce and Mark went on Tuesday.*).
- Ask students to again identify the subject. Point out that in rewriting the sentence, you added information to the subject.
- Now ask students, “Where did they go?” and record students’ responses under the heading “Where?”.

- Have students choose one of the responses you recorded and use it to write another revised sentence, (e.g., *Joyce and Mark went to an amusement park on Tuesday.*). Point out that you added something to the predicate of the sentence.
- Now ask, “Why did they go?” and record students’ responses under the heading “Why?”.
- Have students choose one of the responses you recorded and use it to write another revised sentence on the board/chart paper (e.g., *Joyce and Mark went to an amusement park on Tuesday to ride roller coasters.*). Point out that you again added something to the predicate of the sentence.
- If time permits, repeat these steps for the sentence “It grew.” Ask the following questions: “What grew? Where did it grow? How did it grow?”
- Sum up by telling students that you will continue to practice building sentences in the lessons to come.

## Lesson 17: Differentiated Instruction

# Differentiated Instruction



**Primary Focus:** Students will identify different parts of speech in “The Burning of Washington, D.C.,” will read word pairs and determine whether targeted letters in each word make the same sound, and will identify verbs and adverbs in sentences.

[RF.2.3a–c,e,f; L.2.1e,f]

### PARTS OF SPEECH, SAME OR DIFFERENT SOUNDS, VERBS AND ADVERBS

#### Small Group

- While working with students in small groups, please remember to choose activities that fit students’ needs.

**Group 1:** Have students who are able to work independently complete Activity Page 17.1 to review parts of speech and reading skills.

#### Reader



Page 54

Activity Pages  
17.1–17.3



**Activity Page 17.1: Parts of Speech**

Collect and review Activity Page 17.1 from Group 1. Students who did not correctly identify appropriate parts of speech and/or who did not use the identified words appropriately in sentences about the War of 1812 or the burning of Washington, D.C., may benefit from additional practice with parts of speech and rereading of the text.

**Group 2:** Work with students needing extra help with either grammar or the spellings from Unit 6. Work with students to complete either Activity Page 17.2 or Activity Page 17.3, depending on which skills they need to practice.



**Activity Page 17.2: Same or Different?**

Collect and review Activity Page 17.2 from Group 2. Students who did not correctly identify whether the targeted letters made the same sound or not may benefit from additional practice with tricky spellings.



**Activity Page 17.3: Verbs and Adverbs**

Collect and review Activity Page 17.3 from Group 2. Students who did not correctly identify verbs and adverbs may benefit from additional practice with parts of speech.

End Lesson

# Take–Home Material

## **“THE BURNING OF WASHINGTON, D.C.”; RUN-ON SENTENCES**

- Have students take home Activity Page 17.4 to read to a family member and Activity Page 17.5 to complete.

Activity Pages  
17.4, 17.5



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## Lesson 17: Foundational Skills Remediation

# Additional Support

### MORE HELP WITH BUILDING SENTENCES

#### Write About It

- Gather a variety of **images** that may prompt students in writing detailed, complete sentences.
- Using the board/chart paper, write three columns labeled: “Who?”, “Where?”, and “Why?”. Alternatively you could use three separate sheets of chart paper, labeling each one.
- Share with students one of the images you gathered in advance.
- Ask students to determine who (subject), is doing what (predicate). Record the answer to “Who?” on the chart.
- Then, have students add details by answering the questions “Where?” and “Why?” related the image.
- Once they have answered, ask them to write a sentence including that information, and then go back and code the subject and predicate.
- This could be repeated as partners or independently.

### MORE HELP WITH SPELLING ALTERNATIVES /ER/ › ‘AR’, ‘OR’

#### Race Against the Clock

- Using word cards you have created (**Activity Page TR 10.1**), assign each word a point value based on the difficulty of the word; you may want to assign one point for one-syllable words, two points for two-syllable words, three points for three-syllable words, and so on.
- Each player gets a preset time limit to attempt to read as many words as possible within the time. Students get points for the words they read correctly and get no points for words they get wrong or skip.
- The student with the most points is the winner.



# 18

GRAMMAR

# Building Sentences

PRIMARY FOCUS OF LESSON

**Reading**

Students will reread “The Burning of Washington, D.C.,” will use digital dictionaries and print/digital glossaries to clarify the meaning of words, and will answer multiple-choice questions about key details in the text. [RF.2.4c; RI.2.1; L.2.4e]

**Language (Grammar)**

Students will expand complete simple and compound sentences orally, and will rewrite a simple sentence four times, adding more details each time. [L.2.1f]

FORMATIVE ASSESSMENT

|                    |  |
|--------------------|--|
| Observation        | <b>Anecdotal Reading Record</b> “The Burning of Washington, D.C.” (Group 1)<br>[RF.2.4c] |
| Activity Page 18.1 | <b>Chapter Questions</b> “The Burning of Washington, D.C.”<br>[RI.2.1]                   |
| Activity Page 18.2 | <b>Build Sentences</b><br>[L.2.1f]   |

## LESSON AT A GLANCE

|  | Grouping                    | Time    | Materials  |
|--|-----------------------------|---------|--|
| Reading                                  |                             |         |  |
| Review the Chapter                       | Whole Group                 | 5 min.  | <input type="checkbox"/> <i>The War of 1812</i><br><input type="checkbox"/> Activity Page 18.1 |
| Reread “The Burning of Washington, D.C.” | Small Group/<br>Independent | 25 min. |  |
| Language (Grammar)                       |                             |         |  |
| Build Sentences                          | Whole Group                 | 30 min. | <input type="checkbox"/> board/chart paper<br><input type="checkbox"/> Activity Page 18.2      |

## ADVANCE PREPARATION

### Reading

#### ➤ Digital Component 15.1

- Prepare to display the digital dictionary of your choice and the digital glossary (Digital Component 15.1).
- Plan which students you will listen to in Group 1 and which students will read independently in Group 2.

### Language

- Write the following sentence on the board/chart paper for Build Sentences:
  - The snake slithered.

## Lesson 18: “The Burning of Washington, D.C.”

## Reading



**Primary Focus:** Students will reread “The Burning of Washington, D.C.,” will use digital dictionaries and print/digital glossaries to clarify the meaning of words, and will answer multiple-choice questions about key details in the text.

[RF.2.4c; RI.2.1; L.2.4e]

## REVIEW THE CHAPTER (5 MIN.)

- Tell students that today they will reread “The Burning of Washington, D.C.” in small groups.

## Review Core Vocabulary

- You may wish to review the vocabulary before rereading this chapter; see Preview Core Vocabulary in Lesson 17.

## Digital Component 15.1

- Have students use the digital dictionary and digital glossary to look up vocabulary words as you review them.

## REREAD “THE BURNING OF WASHINGTON, D.C.” (25 MIN.)

## Purpose for Reading

**Group 1:** Ask these students to come to the reading table and read the chapter with you. This is an excellent time for you to make notes in your anecdotal records. When students have finished reading, have them complete Activity Page 18.1 as a group, using the Reader as a guide.



## Observation: Anecdotal Reading Record

As you listen to Group 1 students read “The Burning of Washington, D.C.,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

## Reader



## Page 54

## Activity Page 18.1



**Group 2:** Ask these students to read the chapter independently and complete Activity Page 18.1 as they read. Remind students that the bolded words in the chapter are found in the glossary and match the words you reviewed. Some words may appear in different forms in the chapter.

### Wrap-Up

- Call students back together as a class, and go over the correct answers for Activity Page 18.1.



### Activity Page 18.1: Chapter Questions

Collect and review Activity Page 18.1 from Group 2. Students who did not correctly answer the questions may benefit from additional practice looking back in the text for answers.

## Lesson 18: Build Sentences

# Language



**Primary Focus:** Students will expand complete simple and compound sentences orally, and will rewrite a simple sentence four times, adding more details each time.

[L.2.1f]

### BUILD SENTENCES

- Remind students that when they write, they should strive to make their writing interesting. Tell students that one way that they can do this is by adding words to simple sentences.
- Direct students' attention to the sentence you prepared in advance: *The snake slithered.* Point out that *The snake slithered.* is a very simple sentence.
- Ask students to identify the subject and the predicate in this sentence; underline the subject with a single line and the predicate with a double line.
- Write the following column headings on the board/chart paper: "What?", "Where?", "How?".
- Ask, "What did the snake look like?" Record students' answers under the heading "What?".

- Have students choose one of the responses you recorded. Use it to write a revised sentence (e.g., *The fat, blue snake slithered.*). Point out that you added something to the subject of this sentence.
- Ask, “Where was the snake going?” Record students’ answers under the heading “Where?”.
- Have students choose one of the responses you recorded. Use it to write a revised sentence (e.g., *The fat, blue snake slithered home.*). Point out that you added something to the predicate of this sentence.
- Ask, “How did the snake slither?” Record students’ answers under the heading “How?”.
- Have students choose one of the responses you recorded. Use it to write a revised sentence (e.g., *The fat, blue snake slowly slithered home.*). Point out that you added something to the predicate of this sentence.
- Have students choose one of the responses you recorded. Use it to write a revised sentence (e.g., *The fat, blue snake slowly slithered home to get some rest.*). Point out that you added something to the predicate of this sentence.
- Have students turn to Activity Page 18.2.
- Have a student read the sentence on the activity page. Tell students to expand the sentence by following the questions on the activity page.



### Activity Page 18.2: Build Sentences

Collect and review Activity Page 18.2. Students who had difficulty expanding the sentence may benefit from additional practice and more work answering questions to help add details.

End Lesson

## Lesson 18: Foundational Skills Remediation

# Additional Support

### MORE HELP WITH BUILDING SENTENCES

#### Create Sentences

- Make a copy of **Activity Page TR 18.1** for each student. Have them cut out the cards.



### Language

#### Modifying to Add Details

##### Entering/Emerging

Ask students yes/no questions about how the dog ran to help them add to their sentence (e.g., “Did the dog run in a fast or slow way?”).

##### Transitioning/Expanding

Brainstorm interesting adverbs around how the dog ran with students and have them choose one to add to their sentence.

##### Bridging

Encourage students to use more complex details, including adverbs and locations, to add to their sentence.

### Activity Page 18.2



- Have students work to decide which cards are subjects and which cards are predicates. Tell students to sort them into categories.
- Next, have students pair a subject and predicate to make a sentence. Note that correct capitalization and punctuation is not included on the cards.
- Then, have students discuss how they could add to the sentences by answering the questions “Who?”, “Where?”, “Why?”, and “How?”.
- Finally, have students write the sentences they created, using appropriate capitalization and punctuation, and including the details discussed.

## READING

# Informational Text

**PRIMARY FOCUS OF LESSON****Reading**

Students will read “The Attack on Baltimore” with purpose and understanding, will use online dictionaries and print/digital dictionaries to clarify the meaning of words, and will answer literal and inferential questions about key details in the text.

[RF.2.4a; RI.2.1; RI.2.4; L.2.4e]

**Foundational Skills**

Students will sort and read words featuring /ə/ > ‘a’ and ‘e’, and two-syllable words featuring /ə/ + /l/ and /sh/ + /ə/ + /n/. [RF.2.3e]

**FORMATIVE ASSESSMENT****Observation**

**Discussion Questions** “The Attack on Baltimore”

[RI.2.1]



## LESSON AT A GLANCE

|  | Grouping    | Time    | Materials   |
|--|-------------|---------|---|
| Reading                                      |             |         |   |
| Introduce the Chapter                        | Whole Group | 30 min. | <input type="checkbox"/> <i>The War of 1812</i><br><input type="checkbox"/> Individual Code Chart |
| Read “The Attack on Baltimore”               |             |         |   |
| Foundational Skills                          |             |         |   |
| Word Sort (Phonics)                          | Whole Group | 30 min. | <input type="checkbox"/> prepared word cards  |
| Baseball Game (Phonics and Word Recognition) |             |         |   |
| Take-Home Material                           |             |         |   |
| ”The Attack on Baltimore”                    |             |         | <input type="checkbox"/> Activity Page 19.1   |

## ADVANCE PREPARATION

### Reading

#### ➤ Digital Component 15.1

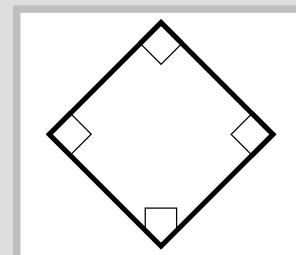
- Prepare to display the online dictionary of your choice and the digital glossary (Digital Component 15.1).

### Foundational Skills

- Copy the following words onto individual index cards for Word Sort and for Baseball Game:

|              |               |              |               |
|--------------|---------------|--------------|---------------|
| 1. about     | 12. total     | 23. fossil   | 34. operation |
| 2. China     | 13. royal     | 24. nostril  | 35. emotion   |
| 3. around    | 14. principal | 25. federal  | 36. nation    |
| 4. Africa    | 15. typical   | 26. battle   | 37. invention |
| 5. appetite  | 16. normal    | 27. camel    | 38. action    |
| 6. Tennessee | 17. practical | 28. little   | 39. benefit   |
| 7. debate    | 18. signal    | 29. possible | 40. deposit   |
| 8. thousand  | 19. pencil    | 30. uncle    | 41. telescope |
| 9. fiction   | 20. evil      | 31. along    | 42. category  |
| 10. animal   | 21. April     | 32. around   | 43. decay     |
| 11. metal    | 22. devil     | 33. America  | 44. decide    |

- Write the following headers on the board/chart paper for Word Sort: 'a', 'e', 'al', 'el', 'il', 'le', and 'tion'.
- Pull out the following word cards for use at the beginning of Word Sort: *around, debate, principal, camel, pencil, battle*.
- Draw a baseball diamond on the board/chart paper.



## Lesson 19: “The Attack on Baltimore”

## Reading



**Primary Focus:** Students will read “The Attack on Baltimore” with purpose and understanding, will use online dictionaries and print/digital dictionaries to clarify the meaning of words, and will answer literal and inferential questions about key details in the text. [RF.2.4a; RI.2.1; RI.2.4; L.2.4e]

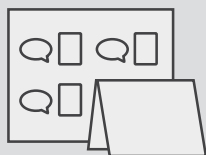
## INTRODUCE THE CHAPTER (10 MIN.)

## Reader



Page 60

## Code Materials



- Tell students that the title of today’s chapter is “The Attack on Baltimore.”
- Review with students what they learned about 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.

## Preview Spellings

- Write the words *pitch in* and *stitching* on the board/chart paper.
  - Circle the letters ‘tch’ in each word.
  - Tell students that these letters represent the sound /ch/.
  - Ask students to turn to **page 2** of the **Individual Code Chart**.
  - Ask students to find the /ch/ row and follow it across to ‘tch’ (*itch*).
  - Ask students to summarize what the power bar means for ‘tch’.
- Write the word *niece* on the board/chart paper.
  - Circle the letters ‘ie’ in this word.
  - Tell students that these letters represent the sound /ee/.
  - Ask students to turn to **page 8** of the **Individual Code Chart**.
  - Ask students to find the /ee/ row and follow it across to ‘ie’ (*cookie*).
  - Ask students to summarize what the power bar means for ‘ie’.

## Preview Tricky Word

- You may wish to preview the following Tricky Word before reading the chapter:
  - **Fort McHenry**—Students are likely to be unfamiliar with how to pronounce ‘Mc’. Students may think *McHenry* is pronounced /m/ /k/ /h/ /e/ /n/ /r/ /y/. The word is pronounced /m/ /i/ /k/ /h/ /e/ /n/ /r/ /ee/.

## Preview Core 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 Attack on Baltimore” is listed after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.

### ➤ Digital Component 15.1

- Have students use the digital dictionary and digital glossary to look up vocabulary words as you preview them.

**port—n.**, a place on the water near land, where ships load and unload cargo (60)

**pile up—v.**, to collect (piled up) (62)

**harbor—n.**, an area of calm, deep water near land, where ships can safely put down their anchors (62)

**pitch in—v.**, to help with (pitched in) (62)

**stitching—n.**, sewing (stitched) (66)

**niece—n.**, the daughter of your brother or sister (nieces) (66)

**commander—n.**, a high-ranking officer in the military (68)

**Vocabulary Chart for “The Attack on Baltimore”**

| Vocabulary Type                           | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---|---------------------------------|----------------------------------|---------------------------------|
| Core Vocabulary                           | port<br>commander               |                                  | niece                           |
| Multiple-Meaning Core<br>Vocabulary Words | harbor                          | stitching                        |                                 |
| Sayings<br>and Phrases                    | pitch in<br>pile up             |                                  |                                 |

- Assist students in decoding these words in the following way:
  - Write the vocabulary word on the board/chart paper.
  - 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 usual letter-sound correspondences also noted:

1. port
2. pile up
3. har | bor
4. pitch in      'tch' > /ch/ (*itch*)
5. stitch | ing    'tch' > /ch/ (*itch*)
6. niece          'ie' > /ee/ (*piece*)
7. comm | and | er

## READ “THE ATTACK ON BALTIMORE” (20 MIN.)

### 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 Knowledge. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so 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 60 and 61

- Read the title of the chapter together as a class, “The Attack on Baltimore.”
- Preview the vocabulary word *port* for students, and discuss its definition.
- Tell students to read **page 60** to themselves to find the answer to the question: “Why was Baltimore an important city?”
- When students have finished reading, restate the question and ask students to answer. (*It was the third largest city in the United States, and it was also a key port.*)

- Direct students' attention to the image on **page 61**, and read the caption aloud as a class.

### Pages 62 and 63

- Preview the vocabulary words *harbor* and *pitch in*, and discuss their definitions. Note for students that *pitched in* is a form of the word *pitch in* that appears in this chapter.
- Tell students to read **page 62** to themselves to find the answer to the question: "How did the British plan to take about Baltimore?"
- When students have finished reading, restate the question and ask students to answer. (*The British hoped that if they could take Fort McHenry, they could take the city.*)
- Ask, "How did the people of Baltimore prepare for the attack?" (*They piled up supplies, they set up walls, and they sank ships in the harbor to keep British ships from getting too close to the fort.*)
- Point out that the image on **page 63** is what Fort McHenry looks like today. Call on one student to read the caption aloud.

### Pages 64 and 65

- Tell students to read **page 64** to themselves to find the answer to the question: "Who was asked to make a flag to fly over Fort McHenry?"
- When students have finished reading, restate the question and ask students to answer. (*Mary Pickersgill*)
- Ask, "What does the U.S. flag look like today?" (*It has fifty stars and thirteen stripes.*)
- Direct students' attention to the image on **page 65**, and call on one student to read the caption aloud.

### Pages 66 and 67

- Have students find the words *stitching* and *niece* in the glossary, and discuss their definitions. Note for students that the words *stitched* and *nieces* both appear in this chapter.
- Have students read **page 66** to themselves to find the answer to the question: "Who helped Mrs. Pickersgill stitch the flag?"
- When students have finished reading, restate the question and ask students to answer. (*Her daughter, her servants, and two of her nieces helped her stitch the flag.*)



## Reading

### Reading/Viewing Closely

#### Entering/Emerging

Prompt students to recall words and phrases related to the attack on Baltimore.

#### Transitioning/Expanding

Provide moderate support in eliciting phrases and ideas with more detail related to the attack on Baltimore.

#### Bridging

Provide minimal support in eliciting key details related to the attack on Baltimore.

- Ask, “Why did Mrs. Pickersgill need so much help stitching the flag?”  
(*The flag was huge, so Mrs. Pickersgill could not stitch it by herself.*)
- Have students look at the image on **page 67** and read the caption to themselves.

### Pages 68 and 69

- Preview the vocabulary word *commander*, and discuss its definition.
- Say, “I wonder what happened during the attack on Baltimore. Let’s read **page 68** to find out.”
- When students have finished reading, restate the question and ask students to answer. (*The U.S. soldiers were ready and stopped the British Army. The British commander was killed and the British went back to their ships to make a different plan.*)
- Direct students’ attention to the image on **page 69**, and read the caption aloud to them.

### Wrap-Up

- Use the following questions to promote a discussion.

#### Discussion Questions for “The Attack on Baltimore”

1. **Literal.** How did the British plan to attack Baltimore?
  - » by land and by sea
2. **Literal.** How is the current U.S. flag the same as or different from the flag made by Mary Pickersgill?
  - » The current flag has fifty stars and thirteen stripes. The flag made by Mary Pickersgill had fifteen stars and fifteen stripes.
3. **Inferential.** How was the attack on Baltimore different than the attack on Washington, D.C.?
  - » U.S. soldiers and the people of Baltimore were aware of plans for the attack on Baltimore. They were ready. The soldiers defeated the British Army. People were not ready for the attack on Washington, D.C., and the British burned many buildings and beat the U.S. Army.



### Observation: Discussion Questions

Call on a different student to answer each question. Note students' names and performance in the Discussion Questions Observation Record, using the codes provided.

## Lesson 19: Schwa Spellings

# Foundational Skills



**Primary Focus:** Students will sort and read words featuring /ə/ > 'a' and 'e', and two-syllable words featuring /ə/ + /l/ and /sh/ + /ə/ + /n/. [RF.2.3e]

### WORD SORT (15 MIN.)

- Direct students' attention to the headers you prepared in advance. Read each one aloud.
- Pass out the prepared word cards. Have students determine under which header each card goes. Tape the card under the appropriate header.
- Sort the rest of the words as students read them during the Baseball Game.

### BASEBALL GAME (15 MIN.)

- Tell students that today they will review the different schwa spellings they studied in Unit 5.
- Thoroughly shuffle the cards that you have prepared.
- Divide the class into two teams, having one team at a time come to the front of the room and line up in front of the board/chart paper. (You may choose to have students stay seated and divide the class into teams by the manner in which they are seated.) Each team takes a "turn at bat" as follows:
  - Pick a card from the pile, and ask the first person on the team to read it aloud, while you tape it in the correct column on the board/chart paper. If the word is read correctly, draw a line from home plate to first base, signifying a "hit." This player then goes to the back of his team's line, while the next player comes forward to read the next card. If she reads the word correctly, draw a line from first to second base.



- Play continues this way. If the fourth player reads the word correctly, draw a line from third base to home plate, and mark “1 run” for the team. Play continues for this team so long as no words are misread; when a word is misread, the next team takes its turn at bat.
- Set a timer for 10 minutes, and tell students that whichever team has the most runs when the timer rings is the winning team. Point out that accuracy is important, but so is speed in reading words quickly. The more turns that players have to read words, the more likely their team is to score runs.

End Lesson

# Take-Home Material

## “THE ATTACK ON BALTIMORE”

- Have students take home Activity Page 19.1 to read to a family member.

Activity Page 19.1



## Lesson 19: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH /ə/ SPELLINGS

### Practice /ə/ /l/ > ‘ul’, ‘al’, and ‘il’

- Make a copy of **Activity Page TR 19.1** for each student.
- Call on different students to read the words in the box.
- Then, have students sort the words by the spelling for /ə/ /l/.
- After sorting, have students read the words in each column.

### Practice /sh/ /ə/ /n/ > ‘tion’

- Make a copy of **Activity Page TR 19.2** for each student.
- Read the paragraph aloud as a group.
- Then, have students circle the words with ‘tion’.
- Have students list the circled words under the paragraph. Then, have students come up with additional words with ‘tion’. Have students list those words at the bottom of the page.

## ASSESSMENT

# Spelling Assessment

### PRIMARY FOCUS OF LESSON

#### Language (Spelling)

Students will spell one-, two-, and three-syllable dictated words and the Tricky Word *Ironsides*, and will write four of the words in alphabetical order.

[L.2.2d; RF.2.4c]

#### Reading

Students will partner read “The Attack on Baltimore”, and will answer multiple-choice questions and a short answer question about the chapter.

[RF.2.4c; RI.2.1; RI.2.10]

### FORMATIVE ASSESSMENT

Activity Page 20.1

Spelling Assessment

[L.2.2d; RF.2.4c]

Observation

Anecdotal Reading Record “The Attack on Baltimore”

[RF.2.4c]

Activity Page 20.2

Chapter Questions “The Attack on Baltimore”

[RI.2.1]

## LESSON AT A GLANCE

|                                  | Grouping    | Time    | Materials  |
|----------------------------------|-------------|---------|--|
| <b>Language (Spelling)</b>       |             |         |  |
| Spelling Assessment              | Whole Group | 30 min. | ☐ Activity Page 20.1                             |
| <b>Reading</b>                   |             |         |  |
| Review the Chapter               | Whole Group | 10 min. | ☐ <i>The War of 1812</i><br>☐ Activity Page 20.2 |
| Reread “The Attack on Baltimore” | Partner     | 20 min. |  |

---

## ADVANCE PREPARATION

### Language

- Be sure to erase the spelling table from the board and/or turn the chart paper over so students cannot refer to it during the assessment.

### Reading

#### ➤ Digital Component 15.1

- Prepare to display the online dictionary of your choice and the digital glossary (Digital Component 15.1).
- Plan to assign partners for reading the chapter.

## Lesson 20: Spelling Assessment

## Language



**Primary Focus:** Students will spell one-, two-, and three-syllable dictated words and the Tricky Word *Ironsides*, and will write four of the words in alphabetical order.  
[L.2.2d; RF.2.4c]

## SPELLING ASSESSMENT

## Activity Page 20.1



- Have students turn to Activity Page 20.1.
- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students time to write the word.
- Repeat this procedure with each of the remaining words.

- |                |               |
|----------------|---------------|
| 1. painting    | 11. president |
| 2. navy        | 12. march     |
| 3. Madison     | 13. merchants |
| 4. troops      | 14. Dolley    |
| 5. hawks       | 15. battle    |
| 6. impressment | 16. Congress  |
| 7. Washington  | 17. death     |
| 8. support     | 18. cannon    |
| 9. paved       | 19. British   |
| 10. monarchy   |               |

**Tricky Word: Ironsides**

- Direct students' attention to the lines on the back of the activity page. Tell students to write the sentence "Old Ironsides was the nickname for a U.S. ship." Repeat this sentence three times.
- At the end, go back through the list and read each spelling word one more time.
- After all the words have been called out, tell students that 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/chart paper, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then onto the sentence.
- Circle the following words on the board/chart paper. Ask students to write the words in alphabetical order on the back of the activity page.

1. monarchy
2. merchants
3. Congress
4. cannon

- After all students have finished, write the four words in alphabetical order for students to correct on their papers.

1. cannon
2. Congress
3. merchants
4. monarchy



### Activity Page 20.1: Spelling Assessment

At a later time, use the template provided in Teacher Resources to analyze students' mistakes. This will help you understand any patterns that are beginning to develop or that are persistent among individual students.

## Lesson 20: “The Attack on Baltimore”

# Reading



**Primary Focus:** Students will partner read “The Attack on Baltimore”, and will answer multiple-choice questions and a short answer question about the chapter.  
[RF.2.4c; RI.2.1; RI.2.10]

### REVIEW THE CHAPTER (10 MIN.)

- Tell students that today they will reread Chapter 7, “The Attack on Baltimore,” with a partner.
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Review the images and captions in the chapter with students before they read.

### Review Core Vocabulary

- You may wish to review the vocabulary before rereading this chapter.

### ➤ Digital Component 15.1

- Have students use the digital dictionary and digital glossary to look up vocabulary words as you review them.

### REREAD “THE ATTACK ON BALTIMORE” (20 MIN.)

- Assign partners.
- Ask students to read the chapter with their partner, taking turns reading each page. Students may ask their partners questions about the chapter and discuss what they read.
- Tell students that when they finish reading, they should complete Activity Page 20.2.



### Observation: Anecdotal Reading Record

As you listen to students read “The Attack on Baltimore,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

Reader



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## Wrap-Up

- When students have finished reading and have completed Activity Page 20.2, call them back together as a class.
- Review Activity Page 20.2 as a class to promote a discussion of the chapter.

## Activity Page 20.2



### Activity Page 20.2: Chapter Questions

Collect and review Activity Page 20.2. Students who did not correctly answer these questions may benefit from rereading the chapter and practice with looking back in the text to find answers.

End Lesson

## Lesson 20: Foundational Skills Remediation

# Additional Support

### MORE HELP WITH ALPHABETIZING

#### Alphabetize Words

- Copy the word cards (**Activity Page TR 20.1**) for each student pair.
- Model how to begin alphabetizing the word cards in the same way you do so in the spelling lessons:
  - Ask: “Do you see any words that begin with ‘a’? No. ‘b’? Yes, I have two words that begin with ‘b’. I wonder how we know which one to put first. Let me unfold one more letter. (Fold the cards so the ‘ba’ and ‘Br’ are visible.) Oh, I see. ‘a’ comes before ‘r’, so I will put the word that starts with ‘ba’—*battle*—before the word that starts with ‘Br’—*British*. ‘c’? Yes, I have two words that begin with ‘c’. I wonder how we know which one to put first. Let me unfold one more letter. (Fold the cards so the ‘ca’ and ‘Co’ are visible.) Oh, I see. ‘a’ comes before ‘o’, so I will put the word that starts with ‘ca’—*cannon*—before the word that starts with ‘Co’—*Congress*.”
- Read the sorted words aloud with students.



## 21

## READING

## Informational Text

## PRIMARY FOCUS OF LESSON

**Reading**

Students will read “Francis Scott Key and the National Anthem” with purpose and understanding, will use digital dictionaries and digital/print glossaries to clarify the meaning of words, and will answer true/false questions about key details in the text. [RF.2.4a; RI.2.5; L.2.4e]

**Foundational Skills**

Students will complete fill-in-the-blank sentences to review a variety of sound/spellings. [RF.2.3a–c,e]

**Language (Spelling)**

Students will read and alphabetize one-, two-, and three-syllable words from *The War of 1812*. [L.2.2d; RF.2.4c]

## FORMATIVE ASSESSMENT

Activity Page 21.1

Chapter Questions “Francis Scott Key and the National Anthem”

[RI.2.5]

Activity Page 21.2

Find the Secret Message

[RF.2.3a–c,e]

## LESSON AT A GLANCE

|   | Grouping    | Time    | Materials  |
|---|-------------|---------|--|
| Reading   |             |         |  |
| Introduce the Chapter   | Whole Group | 30 min. | <input type="checkbox"/> Individual Code Chart<br><input type="checkbox"/> green markers<br><input type="checkbox"/> <i>The War of 1812</i><br><input type="checkbox"/> Activity Page 21.1<br><input type="checkbox"/> Timeline Cards 15, 16 |
| Read “Francis Scott Key and the National Anthem”                              |             |         |  |
| Foundational Skills   |             |         |  |
| Find the Secret Message (Phonics)   | Independent | 15 min. | <input type="checkbox"/> Activity Page 21.2  |
| Language (Spelling)   |             |         |  |
| Introduce Spelling Words  | Whole Group | 15 min. | <input type="checkbox"/> prepared word cards<br><input type="checkbox"/> tape  |
| Take-Home Material  |             |         |  |
| Family Letter; “Francis Scott Key and the National Anthem”; Alphabetize Words |             |         | <input type="checkbox"/> Activity Pages 21.3–21.5  |

## ADVANCE PREPARATION

### Note to Teacher

This week's spelling words are all domain-specific words instead of words with a particular spelling feature.

### Reading

#### ➤ Digital Component 15.1

- Prepare to display the online dictionary of your choice and the digital glossary (Digital Component 15.1).

### Language

- Write this week's spelling words on index cards, and have paper clips handy for folding the cards.

## Lesson 21: “Francis Scott Key and The National Anthem”

## Reading



**Primary Focus:** Students will read “Francis Scott Key and the National Anthem” with purpose and understanding, will use digital dictionaries and digital/print glossaries to clarify the meaning of words, and will answer true/false questions about key details in the text. [RF.2.4a; RI.2.5; L.2.4e]

## INTRODUCE THE CHAPTER (10 MIN.)

- Tell students that the title of today’s chapter is “Francis Scott Key and the National Anthem.”
- Review with students what they have learned so far about the War of 1812.
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

## Preview Spellings

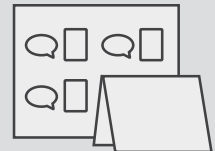
- Write the word *national* on the board/chart paper.
  - Circle the letters ‘tion’.
  - Tell students that these letters represent three different sounds, /sh/ + /ə/ + /n/.
  - Because ‘tion’ is made up of three different sounds, it is not listed on the Individual Code Chart.
  - Write the word *fiction* on the board/chart paper as another example of a word in which ‘tion’ spells the sounds /sh/ + /ə/ + /n/.
  - Circle the letters ‘al’.
  - Tell students that these letters represent two different sounds, /ə/ + /l/.
  - Write the word *animal* on the board/chart paper as another example of a word in which ‘al’ spells the sounds /ə/ + /l/.
  - Ask students to find the ‘al’ spelling for /ə/ + /l/ on **page 8** of the **Individual Code Chart** and trace the outline.
- Write the word *perilous* on the board/chart paper.
  - Circle the letters ‘er’.
  - Tell students that these letters represent the sound /ae/ /r/.

## Reader



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## Code Materials



- Tell students that this letter-sound correspondence is very rare and not on the Individual Code Chart.
- Write the word *ceremony* on the board/chart paper as another example of a word in which ‘er’ spells the sound /ae/ /r/.

### Preview Tricky Words

- You may wish to preview the following Tricky Words before reading the chapter:
  - **early**—Students are likely to pronounce it /ee/ /r/ /l/ /ee/. However, the word is pronounced /er/ /l/ /ee/.
  - **whose**—Students are likely to pronounce it /w/ /oe/ /s/. However, the word is pronounced /h/ /oo/ /z/.
  - **broad**—Students are likely to pronounce it /b/ /r/ /oe/ /d/. However, the word is pronounced /b/ /r/ /aw/ /d/.
  - **bomb**—Students are likely to pronounce it /b/ /o/ /m/ /b/. However, the word is pronounced /b/ /o/ /m/.

### Preview Core 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 “Francis Scott Key and the National Anthem” is listed after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.

### ➤ Digital Component 15.1

- Have students use the digital dictionary and digital glossary to look up vocabulary words as you preview them.

**national—adj.**, relating to a nation or country (70)

**anthem—n.**, an important song (70)

**open fire—v.**, to shoot a weapon in order to start a fight or battle (opened fire) (70)

**rocket—n.**, a type of missile (rockets) (70)

**mortar—n.**, a type of cannon (mortars) (70)

**streak—v.**, to move quickly (streaking) (74)

**inspired—adj.**, wanting to do something (76)

**hail—v.**, to greet or see (hailed) (76)

**perilous—adj.**, dangerous (76)

**rampart—n.**, the wall of a fort (ramparts) (76)

**gallantly—adv.**, impressively (76)

**proof—n.**, something showing that something else is true or correct (76)

**Vocabulary Chart for “Francis Scott Key and the National Anthem”**

| Vocabulary Type                           | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words                        | Tier 1<br>Everyday Speech Words |
|---|---------------------------------|---|---------------------------------|
| Core Vocabulary                           | rocket<br>mortar<br>rampart     | national<br>anthem<br>inspired<br>perilous<br>gallantly |                                 |
| Multiple-Meaning Core<br>Vocabulary Words |                                 | streak<br>hail<br>proof                                 |                                 |
| Sayings<br>and Phrases                    | open fire                       |   |                                 |

- Assist students in decoding these words in the following way:
  - Write the vocabulary word on the board/chart paper.
  - 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. na   tion   al<br>'tion' > /sh/ + /ə/ + /n/ ( <i>fiction</i> ) | 7. in   spired  |
| 'al' > /ə/ + /l/ ( <i>animal</i> )                                | 8. hail   |
| 2. an   them  | 9. per   il   ous<br>'er' > /æ/ /r/ ( <i>ceremony</i> ) |
| 3. o   pen fire   | 10. ram   part  |
| 4. rock   et  | 11. gall   ant   ly                                     |
| 5. mor   tar  | 12. proof   |
| 6. streak   |   |

## READ “FRANCIS SCOTT KEY AND THE NATIONAL ANTHEM” (20 MIN.)

### 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 Knowledge. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so 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 70 and 71

- Read the title of the chapter together as a class, “Francis Scott Key and the National Anthem.”
- Preview the vocabulary words *national*, *anthem*, *open fire*, *rocket*, and *mortar* and discuss the definition of each. Note for students that *opened fire*, *rockets*, and *mortars* appear in the chapter.
- Tell students to read **page 70** to themselves to find the answer to the question: “Why didn’t the soldiers in Fort McHenry fire back at the British?”
- When students have finished reading, restate the question and ask students to answer. (*The guns in the fort were old and could not hit the British ships.*)
- Direct students’ attention to the image on **page 71**, and call on one student to read the caption aloud.

## Pages 72 and 73

- Tell students to read **page 72** to themselves to find the answer to the question: “What did an American named Francis Scott Key think it meant if he could still see the flag flying?”
- When students have finished reading, restate the question and ask students to answer. (*He thought that it meant that the United States was still in battle and the troops at Fort McHenry had not given up.*)
- Ask, “Could Key see the flag when the sun set?” (yes)
- Direct students’ attention to the image on **page 73**, and read the caption aloud as a class.

## Pages 74 and 75

- Preview the vocabulary word *streak*, and discuss its definition. Note for students that the word *streaking* appears in the chapter.
- Say, “I wonder what happened after the sun set. Let’s read **page 74** to find out.”
- When students have finished reading, restate the question and ask students to answer. (*It was harder for Key to see, but there were some flashes of light through the night that allowed him to see the flag.*)
- Ask, “What happened when the sun came up?” (*Key could finally see that the flag was still flying after all the firing had stopped.*)
- Direct students’ attention to the image on **page 75**, and ask students to read the caption to themselves.

## Pages 76 and 77

- Preview the vocabulary words *inspired*, *hail*, *perilous*, *rampart*, *gallantly*, and *proof* and discuss their definitions. Note for students that the words *hailed* and *ramparts* appear in this chapter.
- Tell students to read **page 76** to themselves to find the answer to the questions: “How did Key feel when he saw that the flag was still flying and what did he want to do?”
- When students have finished reading, restate the question and ask students to answer. (*Key felt inspired and hoped to share what he had seen with others, so he wrote a poem about it.*)
- Direct students’ attention to the image on **page 77**, and read the caption aloud as a class.



### Reading

#### Reading/Viewing Closely

##### Entering/Emerging

Prompt students to recall words and phrases related to the attack on Baltimore.

##### Transitioning/Expanding

Provide moderate support in eliciting phrases and ideas with more detail related to the attack on Baltimore.

##### Bridging

Provide minimal support in eliciting key details related to the attack on Baltimore.



## Wrap-Up

- Display and discuss Timeline Card 15 (British attack on Baltimore) and Timeline Card 16 (Francis Scott Key on a ship during the attack), and tape them to the designated spots on the timeline [after Timeline Card 14 (the Capitol building after the British burned it during the attack on Washington, D.C.)].
- Discuss the events on the timeline to this point.
- Have students complete Activity Page 21.1 with a partner.

### Activity Page 21.1



#### Activity Page 21.1: Chapter Questions

Collect and review Activity Page 21.1. Students who did not correctly answer the questions may benefit from rereading the chapter and practicing looking back in the text for answers.

## Lesson 21: Review

# Foundational Skills



**Primary Focus:** Students will complete fill-in-the-blank sentences to review a variety of sound/spellings. [RF.2.3a–c,e]

### FIND THE SECRET MESSAGE

- Have students turn to Activity Page 21.2; explain the directions, and have students complete it independently as you circulate through the room giving support as needed.

### Activity Page 21.2



#### Activity Page 21.2: Find the Secret Message

Collect and review Activity Page 21.2. Students who did not correctly spell words on the activity page may benefit from reviewing specific sound/spellings at a later time.

## Lesson 21: Spelling

# Language



**Primary Focus:** Students will read and alphabetize one-, two-, and three-syllable words from *The War of 1812*. [L.2.2d; RF.2.4c]

### INTRODUCE SPELLING WORDS

- Tell students that this week all of the words are unit-specific words. That means that all of the words have something to do with the Reader *The War of 1812*.

|                |              |                          |
|----------------|--------------|--------------------------|
| 1. ransacked   | 8. construct | 15. stitching            |
| 2. White House | 9. commander | 16. anthem               |
| 3. port        | 10. rockets  | 17. dawn                 |
| 4. harbor      | 11. McHenry  | 18. fifteen              |
| 5. flag        | 12. burned   | 19. giant                |
| 6. stripes     | 13. brave    | <b>Tricky Word: bomb</b> |
| 7. ship        | 14. poem     |                          |

- Using the cards you prepared in advance, show students one word at a time, asking them to first read the word. Ask students to use each word in a sentence illustrating its meaning. Randomly tape the words to the board/chart paper.
- 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 previous lessons.
- Ask: “Do you see any words that begin with ‘a’? Yes—*anthem*—so this will be the first word alphabetically in our list. ‘b’? Yes, I have three words that begin with ‘b’—*burned*, *brave*, and *bomb*. I wonder how we know which one to put first? Let me unfold one more letter.” (Fold the cards so the ‘bu’, ‘br’, and ‘bo’ are visible.) “Oh, I see: ‘o’ comes before ‘r’ and ‘u’, so I will put the word that starts with ‘bo’—*bomb*—first. ‘r’ comes before ‘u’ so I will put the word that starts with ‘br’—*brave*—next. Then I’ll put the word that starts with ‘bu’.” Proceed in this way until all cards have been alphabetized.
- Unfold the cards, and read the words aloud with students.

- Explicitly tell students that the words are now in alphabetical order.

|              |             |                 |
|--------------|-------------|-----------------|
| 1. anthem    | 8. fifteen  | 15. ransacked   |
| 2. bomb      | 9. flag     | 16. rockets     |
| 3. brave     | 10. giant   | 17. ship        |
| 4. burned    | 11. harbor  | 18. stitching   |
| 5. commander | 12. McHenry | 19. stripes     |
| 6. construct | 13. poem    | 20. White House |
| 7. dawn      | 14. port    |                 |

- Tell students the words will remain on display until the assessment so they may refer to them during the week.
- Tell students they will take home Activity Page 21.3 to share with a family member.

End Lesson

## Take-Home Material

### **FAMILY LETTER; “FRANCIS SCOTT KEY AND THE NATIONAL ANTHEM”; ALPHABETIZE WORDS**

Activity Pages  
21.3–21.5



- Have students take home Activity Page 21.3 to share with a family member, Activity Page 21.4 to read to a family member, and Activity Page 21.5 to complete.

## Lesson 21: Foundational Skills Remediation

# Additional Support

### MORE HELP WITH ALPHABETIZING

#### Alphabetize Words

- Write the following words on **index cards**.

|             |            |            |
|-------------|------------|------------|
| 1. alphabet | 8. color   | 15. fossil |
| 2. phone    | 9. anchor  | 16. pencil |
| 3. head     | 10. ski    | 17. camel  |
| 4. bread    | 11. piano  | 18. about  |
| 5. polar    | 12. school | 19. China  |
| 6. dollar   | 13. animal | 20. nation |
| 7. harbor   | 14. April  |            |

- Have students read each word as a review of sound/spellings they have learned.
- Divide the word cards into three sets of cards.
- Help students alphabetize the words in each set separately in the same way you alphabetize spelling words.
  - Ask students: “Do you see any words that begin with ‘a’? Yes—*alphabet*—so this will be the first word alphabetically in our list. ‘b’? Yes—*bread*. ‘c’? No.” Proceed in this way until all cards in the set have been alphabetized. Then move onto the other sets.
- Next, alphabetize all the words together at once in the same manner.

## 22

## READING

## Close Reading

## PRIMARY FOCUS OF LESSON

**Reading**

Students will partner read “Francis Scott Key and the National Anthem,” and will closely read the text by answering text-dependent questions, discussing Tier 2 vocabulary, and discussing challenging portions of the text.

[RF.2.4a; RI.2.1; RI.2.3; RI.2.8]

**Writing**

Students will learn that a topic sentence informs the reader about the subject of a paragraph, and will identify the topic sentences in three paragraphs. [RI.2.6; W.2.2]

**Differentiated Instruction**

Students will read multisyllable words featuring /ee/ > ‘i’, and will use the words to complete fill-in-the-blank sentences, and will add details to create more complex sentences. [RF.2.3b; L.2.1f]

## FORMATIVE ASSESSMENT

**Observation**

**Anecdotal Reading Record** “Francis Scott Key and the National Anthem”

[RF.2.4a]

**Activity Page 22.1**

**Topic Sentences** [RI.2.6]

**Activity Page 22.2**

**Build Sentences** (Group 1)  
[L.2.1f]

**Activity Page 22.3**

**Find the Secret Message** (Group 2)  
[RF.2.3b]

## LESSON AT A GLANCE

|  | Grouping                    | Time    | Materials   |
|--|-----------------------------|---------|---|
| Reading  |                             |         |   |
| Review the Chapter                                     | Partner                     | 10 min. | <input type="checkbox"/> <i>The War of 1812</i>   |
| Close Read “Francis Scott Key and the National Anthem” | Whole Group                 | 20 min. |   |
| Writing  |                             |         |   |
| Identify a Topic Sentence                              | Whole Group                 | 15 min. | <input type="checkbox"/> prepared poster/sentence strip definitions<br><input type="checkbox"/> <i>The War of 1812</i><br><input type="checkbox"/> Activity Page 22.1 |
| Differentiated Instruction                             |                             |         |   |
| Build Sentences: /ee/ > ‘i’                            | Independent/<br>Small Group | 15 min. | <input type="checkbox"/> Activity Pages 22.2, 22.3  |

## ADVANCE PREPARATION

### Writing

#### ➤ Digital Component 22.1

- Prepare a poster or sentence strips with the following definitions, or prepare to display the digital version (Digital Component 22.1) to add to the grammar definitions that you have displayed around the room.
  - A paragraph is a group of sentences on the same topic.
  - A topic sentence is one sentence, usually the first, that tells what the paragraph is mostly about.

### Differentiated Instruction

- Plan which students will work independently in Group 1 and which students you will work with in Group 2.
- Preview Activity Pages 22.2 and 22.3 to determine which activity page will best meet the needs of each student. If neither of these pages are good choices for students' needs, select an activity or activity page from the Pausing Point.

### Universal Access

- Bring in a recording of the "Star-Spangled Banner" to play during or after the reading activity.

## Lesson 22: “Francis Scott Key and the National Anthem”

## Reading



**Primary Focus:** Students will partner read “Francis Scott Key and the National Anthem,” and will closely read the text by answering text-dependent questions, discussing Tier 2 vocabulary, and discussing challenging portions of the text.

[RF.2.4a; RI.2.1; RI.2.3; RI.2.8]

## REVIEW THE CHAPTER (10 MIN.)

- Have students partner read “Francis Scott Key and the National Anthem.”



## Observation: Anecdotal Reading Record

As you listen to students read “Francis Scott Key and the National Anthem,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

## CLOSE READ “FRANCIS SCOTT KEY AND THE NATIONAL ANTHEM” (20 MIN.)

- After students have finished reading “Francis Scott Key and the National Anthem” with their partners, lead students in a close reading of the text by doing the following:
  - asking text-dependent questions that require students to draw on evidence from the text;
  - identifying and discussing general academic (Tier 2) vocabulary;
  - discussing sections of the text that might pose a difficulty due to complex syntax, dense information, challenging transitions, or that require inferences; and
  - engaging students in a culminating writing activity that is completed independently, if possible.
- There are many ways for students to respond to the questions you present, and you may want to change the way in which you ask for students’ responses in each lesson or even during the lesson to improve student engagement. For this lesson, following a question, ask all students to jot some written notes, before asking an individual student to respond orally.

## Reader



Page 70

## Support

Play the music for the “Star Spangled Banner.” Ask students to discuss how hearing the words put to music compares to reading the words.



## Teacher Overview

**Main Idea and Key Details:** The main idea of the chapter is that Francis Scott Key watched the attack on Baltimore from a boat in the harbor. He knew if he could see the U.S. flag flying at Fort McHenry, the Americans had not been defeated or had not given up. Before dawn the next morning, everything was quiet, but Key couldn't see in the dark so he didn't know what the quiet meant. When the sun rose, he saw the flag flying. He felt such joy that he wrote a poem describing what he had seen. The first part of the poem became the national anthem of the United States.

**Synopsis:** The chapter “Francis Scott Key and the National Anthem” provides information about the attack on Baltimore and how “The Star-Spangled Banner” came to be.

## Lesson

### Text from Reader

Portions of the text from the Reader are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.

### Vocabulary Instruction

As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.

### Text-Dependent Questions

After targeted vocabulary has been defined and/or discussed, ask the text-based questions.

Begin with a “winnable” question that will help orient students to the text.

The sequence of questions should build a gradual understanding of the key details of the text.

Questions should focus on a word, phrase, sentence or paragraph.

### Responses

Answers should reference the text.

Multiple responses may be provided using different pieces of evidence.

Inferences must be grounded logically in the text.

### Page 70

The British ships kept firing for a long time. They fired all day. They fired on into the night.

**fire**—the shooting of weapons. Note for students the multiple meanings of this word. *Fire* can also mean the flame produced by burning or an occurrence when something burns.

Did the British ships fire on Fort McHenry for a short time or a long time?

The British ships fired for a long time: they fired all day, and they fired into the night.

| Lesson   |   |   |   |
|--|---|---|---|
| Text from Reader   | Vocabulary Instruction  | Text-Dependent Questions  | Responses   |
| <p>Portions of the text from the Reader are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>   | <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p>  | <p>After targeted vocabulary has been defined and/or discussed, ask the text-based questions.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence or paragraph.</p> | <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p> |
| <p><b>Page 72</b><br/>An American named Francis Scott Key watched the British attack. He was on a boat in the harbor. Key was not a soldier. He did not fight in the battle. But he was able to see it. He could see the British ships blasting away. He could see Fort McHenry. He could also see the huge flag that Mrs. Pickersgill had made.</p> | <p><b>blasting</b>—shooting with a weapon, like a cannon. Note for students the multiple meanings of this word. The word <i>blasting</i> can also mean to remove something such as rock using explosives or to make a loud and unpleasant sound.</p>                      | <p>Where was Francis Scott Key during the attack on Baltimore?</p>  | <p>Francis Scott Key was on a boat in the harbor.</p>   |
| <p>Key kept his eye on the American flag. As long as the flag was still flying at the fort, America was still in the battle. It meant that the troops in Fort McHenry had not given up. If the flag went down, that would mean America was no longer fighting. That would mean that the troops in the fort had given up.</p>                         | <p><b>kept his eye on</b>—continued to watch<br/><b>went down</b>—was no longer flying. Note for students the multiple meanings of these words. This words <i>went down</i> can also mean happened, sunk, dropped below the horizon or set, or dropped to the ground.</p> | <p>What would it mean if the U.S. flag went down at Fort McHenry?</p>   | <p>It would mean the United States was no longer fighting and that the troops in the fort had given up.</p>   |

## Lesson

| <b>Text from Reader</b><br>Portions of the text from the Reader are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.  | <b>Vocabulary Instruction</b><br>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.                                     | <b>Text-Dependent Questions</b><br>After targeted vocabulary has been defined and/or discussed, ask the text-based questions.<br><br>Begin with a “winnable” question that will help orient students to the text.<br><br>The sequence of questions should build a gradual understanding of the key details of the text.<br><br>Questions should focus on a word, phrase, sentence or paragraph. | <b>Responses</b><br>Answers should reference the text.<br><br>Multiple responses may be provided using different pieces of evidence.<br><br>Inferences must be grounded logically in the text. |
|---|--|---|--|
| <b>Page 74</b><br>The firing went on until just before dawn. Then it stopped. The sun had not come up yet. It was still dark. There were no rockets blasting. There were no bombs bursting in the air. Key could not see much. The silence was puzzling. What did it mean? Was the battle over? Had the soldiers in the fort given up? Key could not tell. Key felt a surge of joy. He felt pride, too. | <b>surge</b> —to suddenly increase to a very high level  | Reread the second paragraph on page 74. Describe why the silence was puzzling to Key.   | The silence was puzzling because Key didn’t know if it meant the battle was over or if the soldiers had given up.  |
| <b>Page 76</b><br>Key felt inspired. He hoped to share with others what he had seen. He needed to tell what it was like to wait and wait—and then see the flag still flying in the morning. What so proudly we hailed at the twilight’s last gleaming? Whose broad stripes and bright stars through the perilous fight . . .  | <b>gleaming</b> —faint light. Note for students the multiple meanings of this word. The word <i>gleaming</i> can also mean steady shining, a flash of light, or a beam of light.<br><b>perilous</b> —dangerous | What did Key need to tell others?   | He needed to tell what it was like to wait and wait—and then see the flag still flying in the morning.   |

## Lesson 22: Writing

# Writing



**Primary Focus:** Students will learn that a topic sentence informs the reader about the subject of a paragraph, and will identify the topic sentences in three paragraphs. [RI.2.6; W.2.2]

### IDENTIFY A TOPIC SENTENCE

- Tell students that today they are going to learn about paragraphs.

#### ➤ Digital Component 22.1

- Direct students' attention to the poster you prepared in advance, or display the digital version.
- Have a student read the first sentence, the definition of a paragraph.
- Have students open their Reader to **page 60** (start of Chapter 7, "The Attack on Baltimore").
- Explain that the beginning of a paragraph is indented and that every new paragraph begins on a new line.
- Ask students to notice that there are two indented spaces on that page.
- Point out that those indented spaces signal the beginning of a paragraph.
- Ask students to count how many paragraphs are on that page. (2)
- Ask students to turn to **page 62** and count how many paragraphs are on that page. (3)
- Repeat this exercise with the other pages in Chapter 7.
- Ask students to turn to Activity Page 22.1.
- Ask students how many paragraphs are on that page. (3)
- Now tell students that all paragraphs have one main or topic sentence. Direct students' attention to the poster again. Call on a student to read the second sentence, explaining a topic sentence.
- Ask students to read along as you read the first paragraph aloud to them on Activity Page 22.1.

### Reader



### Page 60



### Writing

#### Understanding Text Structure

##### Entering/Emerging

Ask students yes/no questions about paragraph structure (e.g., "Is the topic sentence about a different topic than the other sentences?").

##### Transitioning/Expanding

Have students explain paragraph structure using a sentence frame (e.g., "A topic sentence is . . .").

##### Bridging

Provide minimal support as students examine the paragraphs.

### Activity Page 22.1



### Support

Have students put a check mark next to each sentence that relates to the topic sentence in each paragraph.

### Challenge

Have students provide an example of a sentence that would not be appropriate for one or all of the paragraphs.

- After reading the paragraph aloud, tell students that you are now going to test to see if the first sentence is the topic sentence.
- Ask students to draw a line under the sentence: *Cookies are the best treat.*
- Now read the next sentence aloud to the class: *They are very sweet and very tasty.* Ask, "Is that sentence about what a good treat cookies are?" (Yes)
- Read the next sentence aloud: *Also, there are lots of different yummy flavors of cookies.* Ask, "Is that sentence about what a good treat cookies are?" (Yes)
- Say, "So far, are all of the sentences in this paragraph all about what a good treat cookies are?" (Yes)
- Read the next sentence aloud: *If you get tired of one kind of cookie, you can always try another kind.* Ask, "Is that sentence about what a good treat cookies are?" (Yes)
- Read the next sentence aloud: *I can't think of one thing that's bad about cookies.* Ask, "Is that sentence about what a good treat cookies are?" (Yes)
- Point out that all of the sentences in the paragraph relate back to the first sentence, *Cookies are the best treat.* This sentence lets readers know what the rest of the paragraph will be about.
- Tell students that the first sentence is the topic sentence. Ask students to draw a box around the sentence that they previously underlined.
- Repeat these steps for the second and third paragraphs. If you feel students are ready, have them work independently to examine the remaining paragraphs.



### Activity Page 22.1: Topic Sentences

Collect and review Activity Page 22.1 to monitor students' understanding of how sentences in a paragraph relate to the topic sentence.

## Lesson 22: Differentiated Instruction

# Differentiated Instruction



**Primary Focus:** Students will read multisyllable words featuring /ee/ > 'i', and will use the words to complete fill-in-the-blank sentences, and will add details to create more complex sentences. [RF.2.3b; L.2.1f]

### BUILD SENTENCES: /EE/ > 'I'

#### Small Group

**Group 1:** Have students able to work independently complete Activity Page 22.2 to build and expand a sentence.

**Group 2:** Work with Group 2, which should include students needing extra help, using Activity Page 22.3, or any activity page from the Pausing Point that addresses a skill for which they need additional instruction. Remember to first explicitly review the letter-sound correspondences in question and to practice reading words with these combinations before asking students to complete the activity page.

Activity Pages  
22.2, 22.3



#### Activity Page 22.2: Build Sentences

Collect and review Activity Page 22.2 from Group 1. Students who did not correctly add to the sentence may benefit from additional practice with different parts of speech and adding details to sentences at a later time.



#### Activity Page 22.3: Find the Secret Message

Collect and review Activity Page 22.3 from Group 2. Students who did not correctly spell words with /ee/ > 'i' may benefit from additional practice with the spellings of /ee/ at a later time.

End Lesson

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Lesson 22: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH TRICKY SPELLING 'I'

### Circle the Spelling

- Make a copy of **Activity Page TR 22.1** for each student.
- Explain that for each row, there is a word. Students must decide which sound 'i' makes in the word, /i/, /ie/, or /ee/.
- Read the word for number 1. Ask students which sound 'i' makes. Have them circle the example in the appropriate column.
- Continue through the rest of the words in this manner.
- Have students go back and read all the words with 'i' > /i/. Then have students read all the words with 'i' > /ie/. Finally, have them read all the words with 'i' > /ee/.
- At the bottom of the page, have students write one more word for each sound that 'i' makes.

## WRITING

# Paragraph Writing

**PRIMARY FOCUS OF LESSON****Reading**

Students will read “Andrew Jackson” with purpose and understanding, will use digital dictionaries and digital/print glossaries to clarify the meaning of words, and will write answers to questions about key details in the text in complete sentences.

[RF.2.4a; RI.2.1; RI.2.4; L.2.4e]

**Writing**

Students will create a paragraph by writing three sentences to follow a short topic sentence. [W.2.1]

**Foundational Skills**

Students will alphabetize one- and two-syllable words. [RF.2.3c]

**FORMATIVE ASSESSMENT**

Activity Page 23.1

Chapter Questions “Andrew Jackson”  
[RI.2.1]

Activity Page 23.2

Create a Paragraph  
[W.2.1]

Activity Page 23.3

Alphabetize Words  
[RF.2.3c]



## LESSON AT A GLANCE

|  | Grouping    | Time    | Materials  |
|--|-------------|---------|--|
| Reading                                    |             |         |  |
| Introduce the Chapter                      | Whole Group | 30 min. | <input type="checkbox"/> <i>The War of 1812</i><br><input type="checkbox"/> Activity Page 23.1 |
| Read “Andrew Jackson”                      |             |         |  |
| Writing                                    |             |         |  |
| Create a Paragraph                         | Whole Group | 15 min. | <input type="checkbox"/> board/chart paper<br><input type="checkbox"/> Activity Page 23.2      |
| Foundational Skills                        |             |         |  |
| Alphabetize to the Second Letter (Phonics) | Independent | 15 min. | <input type="checkbox"/> Activity Page 23.3  |
| Take-Home Material                         |             |         |  |
| “Andrew Jackson”; Crossword Puzzle         |             |         | <input type="checkbox"/> Activity Pages 23.4, 23.5   |

## ADVANCE PREPARATION

### Reading

#### ➤ Digital Component 15.1

- Prepare to display the online dictionary of your choice and/or the digital glossary.

### Universal Access

- Gather images of different scenes in the seasons of summer and spring for Create a Paragraph.
- Write the words from Activity Page 23.3 on index cards, and have paper clips handy for folding the cards.

## Lesson 23: “Andrew Jackson”

## Reading



**Primary Focus:** Students will read “Andrew Jackson” with purpose and understanding, will use digital dictionaries and digital/print glossaries to clarify the meaning of words, and will write answers to questions about key details in the text in complete sentences. [RF.2.4a; RI.2.1, 4; L.2.4e]

## INTRODUCE THE CHAPTER (10 MIN.)

## Reader



Page 78

- 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.

## Preview 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 /A/ /n/ /d/ /r/ /oo/.
  - **new**—Students are likely to not know how to pronounce the word. The word is pronounced /n/ /oo/.

## Preview Core 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 after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.

## ➤ Digital Component 15.1

- Have students use the digital dictionary and digital glossary to look up vocabulary words as you preview them.

**peace—n.**, a state of no war or fighting (78)

**treaty—n.**, a formal agreement between countries (78)

**mouth—n.**, the place where a river enters the ocean (80)

**general—n.**, a high-ranking officer in the military (82)

**orphan—n.**, a child whose parents are no longer alive (84)

**knotty—adj.**, having many dark marks on wood where branches once grew (84)

**hickory—n.**, a tree with very hard wood (84)

**ragtag—adj.**, disorganized and made up of many different types (84)

**Vocabulary Chart for “Andrew Jackson”**

| <b>Vocabulary Type</b>                 | <b>Tier 3<br/>Domain-Specific Words</b> | <b>Tier 2<br/>General Academic Words</b> | <b>Tier 1<br/>Everyday Speech Words</b> |
|--|---|--|---|
| Core Vocabulary                        | treaty<br>knotty<br>hickory             | ragtag<br>orphan                         |   |
| Multiple-Meaning Core Vocabulary Words | mouth<br>general                        | peace                                    |   |
| Sayings and Phrases                    |   |  |   |

- Assist students in decoding these words in the following way:
  - Write the vocabulary word on the board/chart paper.
  - 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     | 4. gen   er   al | 7. hick   or   y |
| 2. trea   ty | 5. or   phan     | 8. rag   tag     |
| 3. mouth     | 6. knott   y     |                  |

## READ “ANDREW JACKSON” (20 MIN.)

### 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 Knowledge. 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 Activity Page 23.1 independently.

#### Activity Page 23.1





## Reading

### Reading/Viewing Closely

#### Entering/Emerging

Rephrase the questions on the activity page as yes/no questions and ask several of these questions to help students answer the question listed.

#### Transitioning/Expanding

Encourage students to use the question stem as a sentence frame in answering the questions.

#### Bridging

Provide minimal support as students answer the questions.

## Support

Show students pictures you prepared in advance and provide students with a word bank to help them generate sentences about summer (e.g., *hot, swimming, picnic, ice cream, fireworks, library*).

## Activity Page 23.2



## Activity Page 23.1: Chapter Questions

Collect and review Activity Page 23.1. Students who did not correctly answer the questions may benefit from rereading the chapter and orally answering the questions in addition to practicing looking back in the text to find answers.

## Lesson 23: Write a Paragraph

# Writing



**Primary Focus:** Students will create a paragraph by writing three sentences to follow a short topic sentence. [W.2.1]

### CREATE A PARAGRAPH

- Remind students that in the previous lesson you worked on finding the topic sentence for a paragraph.



## Check for Understanding

Ask students to explain what a paragraph and a topic sentence are.

- 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/chart paper: *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/chart paper.
- After you have about five or six sentences to choose from, write the sentences in paragraph form either on the board/chart paper. As you write, point out when you are indenting, using capital letters and 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 Activity Page 23.2.
- 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.



### Activity Page 23.2: Create a Paragraph

Collect and review Activity Page 23.2. Students who did not correctly create a paragraph about spring may benefit from additional practice with identifying ideas related to a topic sentence and writing sentences using those ideas at a later time.



### Writing

#### Writing

#### Entering/Emerging

Allow students to dictate sentences to an adult.

#### Transitioning/Expanding

Allow students to dictate the sentences when necessary.

#### Bridging

Have students write the sentences independently.

## Lesson 23: Alphabetize

# Foundational Skills



**Primary Focus:** Students will alphabetize one- and two-syllable words.

[RF.2.3c]

### ALPHABETIZE TO THE SECOND LETTER

- Ask students to turn to Activity Page 23.3 and alphabetize words to the second letter independently.
- When students have completed the activity page, go over the correct answers as a class.
- Ask students to make any corrections on their own activity page.



### Activity Page 23.3: Alphabetize Words

Collect and review Activity Page 23.3. Students who did not correctly alphabetize the words may benefit from additional practice with alphabetizing to the first and second letters at a later time.

### Activity Page 23.3



### Support

Use the index cards you prepared in advance, with words from the activity page, to help students alphabetize the words. Fold the cards over so only the first two letters can be seen.



# Take-Home Material

## “ANDREW JACKSON”; CROSSWORD PUZZLE

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

Activity Pages  
23.4, 23.5



## Lesson 23: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH CREATING A PARAGRAPH

- Make a copy of **Activity Page TR 23.1** for each student.

### ➤ Digital Component 22.1

- Review the definitions of *paragraph* and *topic sentence* on display.
- Explain the directions. Students read what the topic sentence will be for a paragraph. Then, they must decide which of the sentences under it do not relate to the topic sentence. Students should cross those sentences out.
- Model completing the first one by reading the topic sentence, then reading each additional sentence and thinking aloud to decide if it relates to the topic sentence or not. If it does not, cross it out.
- Have students work in pairs to complete the other two paragraphs.

## MORE HELP WITH ALPHABETIZING

- Give each student an **index card**.
- Ask them to write a word on the card. You may wish to write words on several cards as well.
- Collect the cards and fold them over so only the first letter appears. Have students help you alphabetize the cards in the same manner you have done in previous lessons.
- When the words are alphabetized, read them aloud with students.

READING

# Close Reading

## PRIMARY FOCUS OF LESSON

### Reading

Students will partner read “Andrew Jackson,” and will closely read the text by answering text-dependent questions, discussing Tier 2 vocabulary, and discussing challenging portions of the text. [RF.2.4a; RI.2.1; RI.2.4; RI.2.8]

### Language (Grammar)

Students will rewrite sentences with correct capitalization and punctuation, will change singular nouns to plural nouns, will identify the verb tense of written sentences, will distinguish between complete and incomplete sentences, and will rewrite run-on sentences as single sentences. [L.2.1d,f]

## FORMATIVE ASSESSMENT

Observation

Anecdotal Reading Record “Andrew Jackson”  
[RF.2.4a]

Activity Page 24.1

Practice Grammar  
[L.2.1d,f]

## LESSON AT A GLANCE

|                             | Grouping    | Time    | Materials                |
|-----------------------------|-------------|---------|--------------------------|
| Reading                     |             |         |                          |
| Review the Chapter          | Partner     | 10 min. | ☐ <i>The War of 1812</i> |
| Close Read “Andrew Jackson” | Whole Group | 20 min. |                          |
| Language (Grammar)          |             |         |                          |
| Mixed Practice              | Independent | 30 min. | ☐ Activity Page 24.1     |

## Lesson 24: “Andrew Jackson”

## Reading



**Primary Focus:** Students will partner read “Andrew Jackson,” and will closely read the text by answering text-dependent questions, discussing Tier 2 vocabulary, and discussing challenging portions of the text. **[RF.2.4a; RI.2.1; RI.2.4; RI.2.8]**

## REVIEW THE CHAPTER (10 MIN.)

- Have students partner read “Andrew Jackson.”



## Observation: Anecdotal Reading Record

As you listen to students read “Andrew Jackson,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

## Reader



## Page 78

## CLOSE READ “ANDREW JACKSON” (20 MIN.)

- After students have finished reading “Andrew Jackson” with their partners, lead students in a close reading of the text by doing the following:
  - asking text-dependent questions that require students to draw on evidence from the text;
  - identifying and discussing general academic (Tier 2) vocabulary;
  - discussing sections of the text that might pose a difficulty due to complex syntax, dense information, challenging transitions, or that require inferences; and
  - engaging students in a culminating writing activity that is completed independently, if possible.
- There are many ways for students to respond to the questions you present, and you may want to change the way in which you ask for students’ responses in each lesson or even during the lesson to improve student engagement. For this lesson, have students work as partners. Following each question, direct students to consult with their partner about the correct response, before one student then raises his or her hand to respond.

## Teacher Overview

**Main Idea and Key Details:** The main idea of the chapter is that Andrew Jackson assembled troops to protect New Orleans from attack by the British. New Orleans was an important city for trade due to its location at the mouth of the Mississippi River at the Gulf of Mexico.

**Synopsis:** The chapter “Andrew Jackson” provides information about why New Orleans was an important city in the early years of the United States as a country and about the role Andrew Jackson had in defending New Orleans from attack by the British.

## Lesson

### Text from Reader

The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.

### Vocabulary Instruction

As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.

### Text-Dependent Questions

After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.

Begin with a “winnable” question that will help orient students to the text.

The sequence of questions should build a gradual understanding of the key details of the text.

Questions should focus on a word, phrase, sentence or paragraph.

### Responses

Answers should reference the text.

Multiple responses may be provided using different pieces of evidence.

Inferences must be grounded logically in the text.

### Page 80

In 1814, New Orleans was already an important, big port. Lots of ships landed there. Farmers could ship their goods down the river and sell them in New Orleans. Traders could unload goods in New Orleans and ship them up river.

**mouth**—the place where a river enters the ocean. Note for students the multiple meanings of this word. The word *mouth* can also mean the opening in the face through which food passes into the body.

Why was New Orleans an important city for traders?

Traders could unload goods in New Orleans and ship them up the river.

If the British took New Orleans, they could control trade along the Mississippi. Farmers in Ohio and Kentucky would be cut off.

**cut off**—isolated or separated from. Note for students the multiple meanings of these words. The words *cut off* can also mean stopped or ended.

What would happen if the British controlled trade along the Mississippi River? What would it mean for farmers in Ohio and Kentucky to be cut off?

Farmers in Ohio and Kentucky would be cut off. Farmers would not be able to send their goods down the Mississippi River to sell them in New Orleans. Without money from selling goods, farmers may not be able to pay for supplies to help them farm their land.

| Lesson   |  |   |   |
|--|--|---|---|
| Text from Reader   | Vocabulary Instruction   | Text-Dependent Questions  | Responses   |
| <p>The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>  | <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p>   | <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence or paragraph.</p> | <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p> |
| <p><b>Page 82</b><br/>Andrew Jackson was from Tennessee. He had joined the U.S. Army during the American Revolution. At the time he was just a boy. He was too young to fight. He carried notes from place to place.<br/>The man struck Jackson with his weapon. Jackson was left with a scar on his face.</p> |  | <p>What did Andrew Jackson do when he joined the Army since he was too young to fight?</p>  | <p>Andrew Jackson carried notes from place to place.</p>  |
| <p>During the Revolution, Jackson and his brother were taken prisoner by the British. It was a difficult time for them. They were treated badly. They almost starved to death. Jackson's brother got sick and died.</p>  | <p><b>struck</b>—hit. Note for students the multiple meanings of this word. The word <i>struck</i> can also mean indicated by making a sound (such as on a clock), played by plucking strings or hitting keys, caused damage (such as a hurricane) or illness.</p> | <p>What happened to Jackson and his brother during the American Revolution?</p>   | <p>Jackson and his brother were taken prisoner by the British and were treated badly. They almost starved to death. Jackson's brother died.</p>                                   |

## Lesson

| Text from Reader  | Vocabulary Instruction   | Text-Dependent Questions  | Responses   |
|---|--|---|---|
| <p>The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>   | <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p> | <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence or paragraph.</p> | <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p> |
| <p><b>Page 84</b><br/>During the first part of the War of 1812, Jackson battled against Native Americans in the west. Many Native Americans had sided with the British. Jackson rushed to the city. He picked up new troops along the way. Many of the men who joined him were farmers. But there were also free African Americans, Native Americans, and even pirates.</p> | <p><b>orphan</b>—a child whose parents are no longer alive</p>   | <p>What group of people had sided with the British during the first part of the war but now joined Jackson’s army?</p>  | <p>Native Americans had sided with the British during the first part of the war, but now some joined Jackson’s army.</p>  |

## Lesson 24: Grammar

# Language



**Primary Focus:** Students will rewrite sentences with correct capitalization and punctuation, will change singular nouns to plural nouns, will identify the verb tense of written sentences, will distinguish between complete and incomplete sentences, and will rewrite run-on sentences as single sentences. **[L.2.1d,f]**

### MIXED PRACTICE

- Ask students to turn to Activity Page 24.1 and complete it independently.



### Activity Page 24.1: Practice Grammar

Collect and review Activity Page 24.1. Take note of particular grammar skills that students struggle with and plan to provide additional support for targeted skills at a later time.

End Lesson

## Lesson 24: Foundational Skills Remediation

# Additional Support

### MORE HELP WITH GRAMMAR

#### Plural Nouns

- Write the following headers on the board/chart paper: *-s, -es*.
- Write the following words on **index cards**: *book, box, house, dish, brush, lash, pencil, witch, latch, shoe, paper, ditch, lock*.
- Pass out one card to each student or pair of students.
- Have students decide whether the noun written on the card needs *-s* or *-es* added to make it plural. Have students write their choice on the card.
- Then have students come to the board/chart paper and sort their plural nouns by endings. Read the sorted words.

## Activity Page 24.1



### Language

#### Modifying to Add Details

#### Entering/Emerging

Work with a small group of students to orally discuss the correct answers in each section of the activity page.

#### Transitioning/Expanding

Have students work in pairs to complete each section of the activity page.

#### Bridging

Provide minimal support as students complete each section of the activity page.



## Complete vs. Incomplete Sentences

- Write the following on the board/chart paper: *Red leaves.*
- Ask students to identify if it is a complete or incomplete sentence and why. (*incomplete; only has a subject*)
- Then have students help change it to a complete sentence by adding a predicate. Write their ideas on the board/chart paper.
- Work with the following complete and incomplete sentences in the same manner. If students identify a complete sentence, have them help you add details to make it more interesting.
  - I like action movies.
  - Cold weather.
  - Colorful flowers.

## ASSESSMENT

# Spelling Assessment

### PRIMARY FOCUS OF LESSON

#### Language (Spelling)

Students will spell dictated one-, two-, and three-syllable words from *The War of 1812*, and will write four of the words in alphabetical order. **[L.2.2d]**

#### Reading

Students will read “The End of the War” with purpose and understanding, and will answer multiple-choice questions and a short answer questions about key details in the text. **[RF.2.4a; RI.2.1; RI.2.5; L.2.4e]**

#### Foundational Skills

Students will read one- and two-syllable words with /o/ > ‘a’ and ‘wa’, and will use these words to complete fill-in-the-blank sentences. **[RF.2.3a,c]**

### FORMATIVE ASSESSMENT

|                    |  |
|--------------------|--|
| Activity Page 25.1 | Spelling Assessment<br><b>[L.2.2d]</b>                     |
| Activity Page 25.2 | Chapter Questions “The End of the War”<br><b>[RI.2.1]</b>  |
| Activity Page 25.4 | Fill in the Blank /o/ > ‘a’ and ‘wa’<br><b>[RF.2.3a,c]</b> |

## LESSON AT A GLANCE

|  | Grouping    | Time    | Materials   |
|--|-------------|---------|---|
| Language (Spelling)                    |             |         |   |
| Spelling Assessment                    | Whole Group | 20 min. | ❑ Activity Page 25.1  |
| Reading                                |             |         |   |
| Introduce the Chapter                  | Whole Group | 20 min. | ❑ <i>The War of 1812</i>  |
| Read “The End of the War”              |             |         | ❑ Timeline Cards 17, 18<br>❑ Activity Page 25.2   |
| Foundational Skills                    |             |         |   |
| Introduce /o/ > ‘a’ and ‘wa’ (Phonics) | Whole Group | 10 min. | ❑ Activity Page 25.3<br>❑ Vowel Code Flip Book<br>❑ Spelling Cards ‘a’ > /o/ ( <i>lava</i> ), ‘wa’ > /o/ ( <i>water</i> )<br>❑ Individual Code Chart<br>❑ green markers<br>❑ prepared leaves<br>❑ Spelling Tree for /o/<br>❑ tape |
| Practice /o/ > ‘a’ and ‘wa’ (Phonics)  | Independent | 10 min. | ❑ Activity Page 25.4  |

## ADVANCE PREPARATION

### Language

- Be sure to erase the spelling table from the board and/or turn the table over so students cannot refer to it during the assessment.

### Foundational Skills

- Prepare the following words on leaves to be used after you read the story “Watkins and Wanda”: *Watkins, Wanda, water, watercolor, wand, and waffle*.
- Prepare two more branches, one for the spelling ‘wa’ and one for the spelling ‘a’. Also prepare the following leaves for the /o/ Spelling Tree: *wash, want, swamp, swallowing, watch, wander, swab, swap, swat, and swan*.
- You may wish to tab Vowel Code Flip Book page 5. Also have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and green markers readily available.

## Lesson 25: Spelling Assessment

## Language



**Primary Focus:** Students will spell dictated one-, two-, and three-syllable words from *The War of 1812*, and will write four of the words in alphabetical order.

[L.2.2d]

## SPELLING ASSESSMENT

## Activity Page 25.1



- Have students turn to Activity Page 25.1.
- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students time to write the word.
- Repeat this procedure with each of the remaining words

|                |               |                          |
|----------------|---------------|--------------------------|
| 1. rockets     | 8. commander  | 15. stripes              |
| 2. fifteen     | 9. harbor     | 16. ship                 |
| 3. White House | 10. construct | 17. stitching            |
| 4. poem        | 11. anthem    | 18. ransacked            |
| 5. port        | 12. McHenry   | 19. giant                |
| 6. flag        | 13. brave     | <b>Tricky Word: bomb</b> |
| 7. dawn        | 14. burned    |                          |

- Direct students' attention to the lines on the back of the activity page.
- Tell students to write the sentence "Bombs burst in the sky over Fort McHenry." Slowly repeat this sentence three times.
- At the end, go back through the list, and read each spelling word one more time.
- After all the words have been called out, tell students that 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/chart paper, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.

- Continue through all the words and then onto the sentence.
- Ask students to write the following words in alphabetical order on the back of the activity page:

1. burned
2. brave
3. rockets
4. ransacked

- After all students have finished, write the four words in alphabetical order for students to correct their papers.

1. brave
2. burned
3. ransacked
4. rockets



### Activity Page 25.1: Spelling Assessment

At a later time, use the template provided in Teacher Resources to analyze students' mistakes. This will help you understand any patterns that are beginning to develop or that are persistent among individual students.

## Lesson 25: “The End of the War”

# Reading



**Primary Focus:** Students will read “The End of the War” with purpose and understanding, and will answer multiple-choice questions and a short answer questions about key details in the text. [RF.2.4a; RI.2.1; RI.2.5; L.2.4e]

### INTRODUCE THE CHAPTER (5 MIN.)

- Tell students that the title of today’s chapter is “The End of the War.”
- Review with students details about Andrew Jackson and how he prepared for the British attack on New Orleans.
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

### Preview Core Vocabulary

- There is no vocabulary to preview for this chapter.

### READ “THE END OF THE WAR” (15 MIN.)

#### 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 Knowledge. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so 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.

#### Pages 86 and 87

- Read the title of the chapter together as a class, “The End of the War.”
- Tell students to read **page 86** to themselves to find the answer to the question: “What happened when the British attacked New Orleans?”
- When students have finished reading, restate the question and ask students to answer. (*Andrew Jackson and his men crouched behind their walls and fired. They kept firing, and the British gave up their attack.*)

Reader



Page 86

- Direct students' attention to the image on **page 87**, and read the caption aloud as a class.

## Pages 88 and 89

- Say, "I wonder what happened after the battle. Let's read **page 88** to find out."
- When students have finished reading, restate the question and ask students to answer. (*After time passed, a letter arrived saying that the war was already over. This was two weeks before the Battle of New Orleans, but Jackson and his men did not know that.*)
- Ask, "Why didn't Jackson and his men know the war had ended?" (*News traveled slowly, so it took a couple of weeks for news of the treaty to get to the United States.*)
- Direct students' attention to the image on **page 89**, and call on one student to read the caption aloud.

## Pages 90 and 91

- Tell students to read **page 90** to themselves to find the answer to the question: "What changed as a result of the War of 1812?"
- When students have finished reading, restate the question and ask students to answer. (*Americans had battled together as a nation, and they had done it well.*)
- Ask, "What did the end of the war mean for the United States?" (*The end of the war marked the start of a new age in U.S. history, an age of national pride.*)
- Direct students' attention to the image on **page 91**, and ask students to read the caption to themselves.

## Wrap-Up

- Display and discuss Timeline Card 17 (The Battle of New Orleans) and Timeline Card 18 (Andrew Jackson) and tape them to the designated spots on the timeline [after Timeline Card 16 (Frances Scott Key)]. Review with students that the treaty ending the war was actually signed before the Battle of New Orleans, but people in the United States did not know that.
- Tell students that the timeline is now complete. Review the images on the timeline, and engage students in a discussion of what they have learned related to the images.
- Have students complete Activity Page 25.2 independently.



### Reading

#### Reading/Viewing Closely

#### Entering/Emerging

Rephrase the questions to be yes/no questions as students read the text (e.g., "Did Jackson and his men know the war was already over?").

#### Transitioning/Expanding

Provide students with sentence frames for answering questions as you read the text (e.g., "After the battle, Jackson and his men . . .").

#### Bridging

Encourage students to answer in complete sentence, using details from the text in their answers.

### Activity Page 25.2







## Activity Page 25.2: Chapter Questions

Collect and review Activity Page 25.2. Students who did not correctly answer the questions may benefit from rereading the chapter and practicing looking back in the text for answers.

### Lesson 25: /o/ > 'a' and 'wa'

# Foundational Skills



**Primary Focus:** Students will read one- and two-syllable words with /o/ > 'a' and 'wa', and will use these words to complete fill-in-the-blank sentences. **[RF.2.3a,c]**

#### INTRODUCE /O/ > 'A' AND 'WA' (10 MIN.)

#### Activity Page 25.3



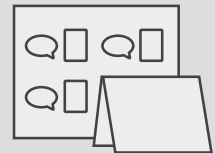
- Ask students to turn to Activity Page 25.3.
- Tell students that they are going to learn about a new spelling alternative. Explain that you are going to read a story to them as they follow along with the pictures in their Activity Book, much as they did in the lesson where they learned about the schwa sound and heard the story about the Spelling Spoilers.
- Ask students to point to the first picture on the page. Tell students that this is a picture of Watkins Llama and that he is going to tell them about some new sound-spellings.
- As students point to the picture, read the following:
  - "Hi, Second Graders, my name is Watkins Llama. I like to wear green pajamas. I am a very special llama because my name will help you remember the spelling of a special sound: /o/. (Ask students to point to the next picture beside Watkins.) My friend, Wanda Swan, will help you remember this sound as well. (Ask students to point to the picture below Watkins.) Wanda and I both like to paint with watercolors. (Ask students to point to the picture below Wanda.) Sometimes we like to pretend we can take a magic wand and make waffles appear for breakfast."
- Tell students that they will learn two new spelling alternatives for the sound /o/. Remind students that the basic code spelling that they learned in Kindergarten for the sound /o/ is 'o'. Encourage students to offer examples of several words with this spelling and write them on the board/chart paper (e.g., *hop, stop, sock*).

- Now write the name of the first character in the story, *Watkins Llama*, on the board/chart paper, as students refer to his name on Activity Page 25.3. Point out that the pronunciation of the first part of his name is /wotkins/ and underline the spelling 'wa' asking students to do the same on Activity Page 25.3. The 'wa' spelling represents the /o/ sound in this word.
- Now point out that the pronunciation of the second part of his name is /lomə/ and underline the spelling 'a' asking students to do the same on Activity Page 25.3. In this word, the spelling 'a' represents the /o/ sound.
- Write the name of the other character in the story, *Wanda Swan*, and use the same steps as above to discuss the use of the spelling 'wa' to represent the /o/ sound in each part of this character's name.

| Vowel Code Flip Book                | Individual Code Chart               |
|-------------------------------------|-------------------------------------|
| 1. /o/ > 'wa' (water) <b>page 5</b> | 1. /o/ > 'wa' (water) <b>page 7</b> |
| 2. /o/ > 'a' (lava) <b>page 5</b>   | 2. /o/ > 'a' (lava) <b>page 7</b>   |

- Turn to **page 5** of the **Vowel Flip Book** and put the Spelling Cards for /o/ > 'wa' (water) and /o/ > 'a' on the appropriate spaces and discuss the respective power bars.
- Tell students to turn to **page 7** of the **Individual Code Chart** to locate both sound spellings. Direct students to outline both cards with their green markers.
- Show students the spelling leaves that you prepared: *Watkins*, *Wanda*, *water*, *watercolor*, *wand*, and *waffle*.
- Read the words aloud as a class. Then display the other set of leaves that you created. Read those leaves aloud as a class.
- Tell students that when the sound /w/ is followed by the letter 'a' the sound is /o/ rather than /a/ as they might expect.
- Pass out leaves, and ask students to circle the letters that stand for the /o/ sound on each leaf. Have student pairs read the word aloud to the class and tape it to the appropriate new branch. As students are affixing the leaves to the branch, other students may color Watkins's pajamas green.
- Collect Activity Page 25.3 for use during the next lesson.

#### Code Materials



## Activity Page 25.4



### Support

Have students write the words from the activity page to practice spelling /o/ with 'wa'. Then have students discuss other words that follow this pattern. Write those words on the board/chart paper (e.g., *watch*, *want*, *swamp*, *washing*).

## PRACTICE /O/ > 'A' AND 'WA' (10 MIN.)

- Ask students to turn to Activity Page 25.4 and complete it as a teacher-guided activity.



### Activity Page 25.4: Fill in the Blank

Collect and review Activity Page 25.4. Students who struggled to correctly spell words with /o/ > 'a' may benefit from additional practice at a later time.

End Lesson

## Lesson 25: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH /O/ > 'WA'

### Word Sort

- Make a copy of the word cards (**Activity Page TR 25.1**) for each pair of students.
- Have students sort the words by the spelling of /o/, 'wa' and 'o'.
- Review the sorted words in each category.
- Then have students write sentences using the words with /o/ > 'wa'.

### Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average 885–938 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average 926–975 of those words would be completely decodable.

The spelling 'a' is very tricky; it can be pronounced as /a/ as in *dad*, /æ/ as in *baby*, ə as in *about*, or /o/ as in *water*.

READING

# Close Reading

## PRIMARY FOCUS OF LESSON

### Reading

Students will partner read “The End of the War,” and will closely read the text by answering text-dependent questions, discussing Tier 2 vocabulary, and discussing challenging portions of the text. [RF.2.4a; RI.2.1; RI.2.3; RI.2.4]

### Foundational Skills

Students will review /o/ > ‘a’ and ‘wa’, will read two- and three-syllable words featuring the sound/spelling, and will read sentences featuring words with /o/ > ‘a’ and ‘wa’ and match pictures with the sentences. [RF.2.3a,c]

### Language (Spelling)

Students will read and alphabetize multisyllable words from *The War of 1812*. [RF.2.3e; L.2.2d]

## FORMATIVE ASSESSMENT

### Observation

Anecdotal Reading Record “The End of the War” [RF.2.4a]

### Activity Page 26.1

Match Pictures and Sentences /o/ > ‘a’ and ‘wa’ [RF.2.3a]

## LESSON AT A GLANCE

|  | Grouping    | Time    | Materials  |
|--|-------------|---------|--|
| Reading  |             |         |  |
| Review the Chapter                                     | Partner     | 10 min. | ❑ <i>The War of 1812</i>   |
| Close Read “The End of the War”                        | Whole Group | 10 min. |  |
| Foundational Skills                                    |             |         |  |
| Review /o/ > ‘a’ and ‘wa’ (Phonics)                    | Whole Group | 10 min. | ❑ Activity Page 25.3<br>❑ Spelling Tree for /o/<br>❑ prepared leaves<br>❑ tape |
| Practice /o/ > ‘a’ and ‘wa’ (Phonics)                  | Whole Group | 10 min. | ❑ Activity Page 26.1   |
| Language (Spelling)                                    |             |         |  |
| Introduce Spelling Words                               | Whole Group | 20 min. |  |
| Take-Home Material                                     |             |         |  |
| Family Letter; “The End of the War”; Alphabetize Words |             |         | ❑ Activity Pages 26.2–26.4   |

---

## ADVANCE PREPARATION

### Note to Teacher

This week the spelling words are all domain-specific words instead of words with a particular spelling feature.

### Foundational Skills

- Prepare the following new leaves for the /o/ Spelling Tree: *squash*, *squad*, *squat*, *father*, *grandma*, *grandpa*, *lava*, *pajamas*, *drama*, and *llama*.

### Language

- Write this week's spelling words on index cards, and have paper clips handy for folding the cards.

## Lesson 26: “The End of the War”

## Reading



**Primary Focus:** Students will partner read “The End of the War,” and will closely read the text by answering text-dependent questions, discussing Tier 2 vocabulary, and discussing challenging portions of the text. **[RF.2.4a; RI.2.1; RI.2.3; RI.2.4]**

## REVIEW THE CHAPTER (10 MIN.)

- Have students partner read “The End of the War.”



## Observation: Anecdotal Reading Record

As you listen to students read “The End of the War,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

## CLOSE READ “THE END OF THE WAR” (10 MIN.)

- After students have finished reading “The End of the War” with their partners, lead students in a close reading of the text by doing the following:
  - asking text-dependent questions that require students to draw on evidence from the text;
  - identifying and discussing general academic (Tier 2) vocabulary;
  - discussing sections of the text that might pose a difficulty due to complex syntax, dense information, challenging transitions, or that require inferences; and
  - engaging students in a culminating writing activity that is completed independently, if possible.
- There are many ways for students to respond to the questions you present, and you may want to change the way in which you ask for students' responses in each lesson or even during the lesson to improve student engagement. For today's lesson, following a question, ask all students to jot some written notes before asking an individual student to respond orally.

Reader



Page 86

## Teacher Overview

**Main Idea and Key Details:** The main idea of the chapter is that a treaty was signed to end the War of 1812, but people in the United States did not get word of the treaty right away and kept fighting. The United States was proud of its efforts.

**Synopsis:** The chapter “The End of the War” provides information about the end of the War of 1812 and how it signaled the start of a new age of national pride for the United States.

## Lesson

### Text from Reader

The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.

### Vocabulary Instruction

As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.

### Text-Dependent Questions

After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.

Begin with a “winnable” question that will help orient students to the text.

The sequence of questions should build a gradual understanding of the key details of the text.

Questions should focus on a word, phrase, sentence or paragraph.

### Responses

Answers should reference the text.

Multiple responses may be provided using different pieces of evidence.

Inferences must be grounded logically in the text.

### Page 86

On January 8, 1815, the British attacked New Orleans. They planned on winning without much trouble.

When it says in the text [The British] planned on winning without much trouble, does that mean they thought winning would be easy or difficult?

That means the British thought winning would be easy.

But they did not know how brave Andrew Jackson and his men were—or how good they were with their weapons. The British soldiers had on bright red coats. A wave of them charged. Jackson’s men crouched behind their walls. They took careful aim. Then they fired. Their bullets hit the first wave of British soldiers.

**wave**—a line of attacking troops. Note for students the multiple meanings of this word. The word *wave* can also mean an area of moving water that is raised up above the surface of the water, or the repeated movement of a hand as a signal of greeting.

**crouched**—lowered the body closer to the ground by bending the knees.

What did the British not know about Andrew Jackson and his men?

The British did not know how brave Andrew Jackson and his men were or how good they were with their weapons.



## Lesson

| Text from Reader   | Vocabulary Instruction   | Text-Dependent Questions  | Responses   |
|--|--|---|---|
| <p>The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>  | <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p>   | <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence or paragraph.</p> | <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p>   |
| <p><b>Page 88</b></p> <p>On The British took heavy losses. In those days, news traveled slowly. There were no radios or television sets. There were no phones. There were no computers to send emails. A letter could only travel as fast as the man who carried it. It took a couple of weeks for news of the treaty to get from Europe to the United States. That is why Jackson and his men did not find out about the treaty until after the battle.</p> | <p><b>heavy (losses)</b>—many losses or deaths as a result of war. Note for students the multiple meanings of this word. The word <i>heavy</i> can also mean having a lot of weight; having great power; dense or thick; or hard to do.</p> <p><b>travel as fast as the man who carried it</b>—move at the speed at which the person carrying something can move</p> | <p>Find several examples in the text to support the claim that “In those days, news traveled slowly.”</p>   | <p>The letter took so long to arrive in the United States because a letter could only travel as fast as the man who carried it. There were no radios. There were no televisions. There were no phones. There were no computers.</p> |

| Lesson   |   |   |   |
|--|---|---|---|
| Text from Reader   | Vocabulary Instruction  | Text-Dependent Questions  | Responses   |
| <p>The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>  | <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p>                              | <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence or paragraph.</p> | <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p> |
| <p><b>Page 90</b></p> <p>The War of 1812 lasted three years. It’s hard to say who won. Both sides won battles. The British burned Washington, D.C., but the Americans won the Battle of New Orleans. “Old Ironsides” won a number of battles on the sea. But other U.S. ships were sunk. All in all, there was no clear winner.</p> <p>It might seem as if the war was for nothing. But some things had changed. The Americans had battled together as a nation, and they had done it well. They had taken on the mighty British and had held their own. The world saw they were strong. The end of the war marked the start of a new age in U.S. history. It was an age of national pride. The War of 1812 showed that the United States of America was here to stay.</p> | <p><b>age</b>—a period of time in history. Note for students the multiple meanings of this word. The word <i>age</i> can also mean the amount of time a person has lived.</p> | <p>Even though there was no clear winner of the War of 1812, what had changed for America that was good?</p>  | <p>Americans had battled together as a nation and had done it well. They had taken on the mighty British and had held their own.</p>  |

Lesson 26: /o/ > 'a' and 'wa'

# Foundational Skills



**Primary Focus:** Students will review /o/ > 'a' and 'wa', will read two- and three-syllable words featuring the sound spelling, and will read sentences featuring words with /o/ > 'a' and 'wa' and match pictures with the sentences. **[RF.2.3a,c]**

## REVIEW /O/ > 'A' AND 'WA' (10 MIN.)

### Activity Page 25.3



- Pass out Activity Page 25.3 that you collected during the previous lesson.
- Remind students that in the previous lesson Watkins Llama and his friend Wanda helped students learn that the spellings 'a' and 'wa' can represent the /o/ sound.
- For review, ask students to read the words on the 'wa' branch of the /o/ Spelling Tree, calling attention to the /w/ sound that precedes each 'a' spelling.
- Tell students that they also learned that sometimes the sound of the spelling 'a' on its own represents the /o/ sound, as in the word *llama*. Tell students they will learn some new words in which the spelling 'a' is pronounced /o/.
- Write 'qu' on the board/chart paper, and ask students what sound this spelling represents. (/k/ /w/)
- Now show students the prepared spelling leaves for *squash*, *squat*, and *squad*. Have students read the words and place them on the 'a' spelling branch of the /o/ Spelling Tree.
- Tell students that today they will learn some additional words in which the spelling 'a' represents the sound /o/. Ask students to point to the first picture on Activity Page 25.3. As students point to the picture, read the following:

*"Hi, Second Graders, Watkins Llama here again. I am back to tell you a little more about words in which the spelling 'a' can stand for the /o/ sound. In the last lesson you learned that the letter 'a' can stand for the /o/ sound when it follows the /w/ sound. Today you are going to learn some more words in which 'a' stands for /o/, even when there is no /w/ sound.*

*Listen to the word llama. Do you hear the /o/ sound in llama? You can hear it in two places. Guess what—the /o/ is spelled with the letter ‘a’ in both spots. Listen again: I like to wear green pajamas. Do you hear the /o/ sound in the middle of pajamas? It is spelled with the letter ‘a’. Do you remember my friend, Wanda Swan? She likes to act in plays and dramas. Do you hear the /o/ sound in drama? Just like the ‘o’ sound in llama, the /o/ sound in drama is spelled with the letter ‘a’ in both spots. Your teacher is going to show you some more new words to add to your Spelling Tree now.”*

**Note:** Some people pronounce *pajamas* as /p/ /ə/ /j/ /a/ /m/ /ə/ /z/ but in this program, the second ‘a’ in *pajamas* is pronounced /o/: /p/ /ə/ /j/ /o/ /m/ /ə/ /z/

- Show students the spelling leaves that you prepared: *father, grandma, grandpa, lava, pajamas, drama, and llama*.
- Read the words aloud as a class.
- Pass out leaves and ask students to circle the letters that stand for the /o/ sound on each leaf.
- Have student pairs read each word aloud to the class and tape it to the ‘a’ branch on the /o/ Spelling Tree.

## PRACTICE /O/ > ‘A’ AND ‘WA’ (10 MIN.)

- Ask students to turn to Activity Page 26.1 and complete it as a teacher-guided activity.



### Activity Page 26.1: Match Pictures and Sentences

Collect and review Activity Page 26.1. Students who did not correctly match pictures and sentences may benefit from additional practice reading words with /o/ spelled ‘a’ and ‘wa’ at a later time.

## Activity Page 26.1



## Support

Write the words *pajamas, wand, lava, waffles, and water* on the board/chart paper. Have students read the words and discuss the sounds they hear. Have students complete the activity page in a small group.

## Lesson 26: Spelling

# Language



**Primary Focus:** Students will read and alphabetize multisyllable words from *The War of 1812*. [RF.2.3e; L.2.2d]

### INTRODUCE SPELLING WORDS

#### Activity Page 26.2



- Tell students that this week all of the words are domain-specific words. That means that all of the words have something to do with the Reader *The War of 1812*.

- |                 |              |
|-----------------|--------------|
| 1. general      | 11. traders  |
| 2. mortar       | 12. streak   |
| 3. ragtag       | 13. defend   |
| 4. knotty       | 14. river    |
| 5. fired        | 15. goods    |
| 6. peace        | 16. highways |
| 7. treaty       | 17. drains   |
| 8. proud        | 18. hickory  |
| 9. soldiers     | 19. orphan   |
| 10. Mississippi |              |

**Tricky Word: New Orleans**

- Using the cards you prepared in advance, show students one word at a time, asking them to first read the word. Ask students to use each word in a sentence illustrating its meaning. Tape the words randomly on the board/chart paper.
- Tell students that you will now put the words in alphabetical order. Fold over the cards and paper clip them so just the first letter shows as you did in previous lessons.
- Ask: “Do you see any words that begin with ‘a’? No. ‘b’? No ‘c’? No. ‘d’? Yes, I have two words that begin with ‘d’—*drains* and *defend*. I wonder how we know which one to put first? Let me unfold one more letter. (Fold the cards so the ‘dr’ and ‘de’ are visible.) Oh, I see. ‘e’ comes before ‘r’, so I will put the word that starts with ‘de’—*defend*—before the word that starts with ‘dr’—*drain*. ‘e’?

No. 'f'? Yes, *fired* is next. 'g'? Yes, I have two words that begin with 'g'—*goods* and *general*. I wonder how we know which one to put first? Let me unfold one more letter. (Fold the cards so the 'go' and 'ge' are visible.) Oh, I see. 'e' comes before 'o', so I will put the word that starts with 'ge'—*general*—before the word that starts with 'go'—*goods*." Proceed in this way until all cards have been alphabetized.

- Unfold the cards and read the words aloud with students.
- Explicitly tell the students that the words are now in alphabetical order.

|             |                 |              |
|-------------|-----------------|--------------|
| 1. defend   | 8. knotty       | 15. ragtag   |
| 2. drains   | 9. Mississippi  | 16. river    |
| 3. fired    | 10. mortar      | 17. soldiers |
| 4. general  | 11. New Orleans | 18. streak   |
| 5. goods    | 12. orphan      | 19. traders  |
| 6. hickory  | 13. peace       | 20. treaty   |
| 7. highways | 14. proud       |              |

- Tell students that the words will remain on display until the assessment so they may refer to them during the week.
- Tell students that they will take home Activity Page 26.2 to share with a family member.

End Lesson

# Take-Home Material

## FAMILY LETTER; "THE END OF THE WAR"; ALPHABETIZE WORDS

- Have students take home Activity Page 26.2 to share with a family member, Activity Page 26.3 to read to a family member, and Activity Page 26.4 to complete.

Activity Pages  
26.2–26.4



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Lesson 26: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH /O/ SPELLED 'A' AND 'WA'

### Mixed Review

- Make a copy of **Activity Page TR 26.1** for each student.
- Read the words aloud together.
- Then, have students write the following headers under the box: 'wa', 'a'.
- Have students write the words from the box under the appropriate header to show the spelling of /o/.
- Review the sorted word lists together.

## UNIT ASSESSMENT

# The War of 1812

### PRIMARY FOCUS OF LESSON

#### Reading

Students will answer multiple-choice questions and one short-answer question assessing their knowledge of the information they have read in *The War of 1812*.

[RI.2.1; RI.2.10]

#### Writing

Students will read a letter and questions about the national anthem from Mr. Mowse. [L.2.1f; L.2.2]

#### Foundational Skills

Students will read words with the tricky spelling 'a' > /a/, /ae/, /o/, and /ə/.

[RF.2.3b,e]

#### Differentiated Instruction

Students will identify examples of different parts of speech in "The End of the War," will write sentences about Andrew Jackson, and will identify whether sentences are complete or incomplete. [L.2.1f; L.2.2; L.2.3]

### FORMATIVE ASSESSMENT

|                    |  |
|--------------------|--|
| Activity Page 27.1 | The War of 1812<br>[RI.2.1; RI.2.10]                   |
| Activity Page 27.3 | Parts of Speech (Group 1)<br>[RI.2.10; L.2.3]          |
| Activity Page 27.4 | Complete or Incomplete Sentence? (Group 2)<br>[L.2.1f] |



## LESSON AT A GLANCE

|  | Grouping                    | Time    | Materials                   |
|--|-----------------------------|---------|-----------------------------|
| <b>Reading</b>                                     |                             |         |                             |
| <i>The War of 1812</i> Unit Assessment             | Independent                 | 15 min. | ❑ Activity Page 27.1        |
| <b>Writing</b>                                     |                             |         |                             |
| A Letter from Mr. Mowse                            | Whole Group                 | 15 min. | ❑ Activity Page 27.2        |
| <b>Foundational Skills</b>                         |                             |         |                             |
| Baseball Game (Phonics)                            | Whole Group                 | 10 min. | ❑ prepared cards<br>❑ tape  |
| <b>Differentiated Instruction</b>                  |                             |         |                             |
| Parts of Speech; Complete vs. Incomplete Sentences | Independent/<br>Small Group | 20 min. | ❑ Activity Pages 27.3, 27.4 |

## ADVANCE PREPARATION

### Writing

#### > Digital Component 27.1

- Make a copy on the board/chart paper of Mr. Mowse's letter on Activity Page 27.2 or prepare to display the digital version (Digital Component 27.1).

**Note:** Mr. Mowse's letter, particularly the questions on the back, are being presented to provide context for the research report students will be asked to write about the national anthem in subsequent chapters.

### Foundational Skills

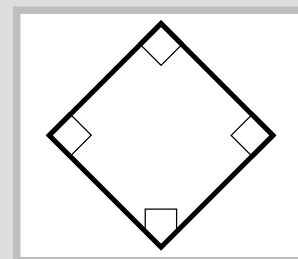
- Prepare the following word cards for a baseball game:

|          |            |             |
|----------|------------|-------------|
| 1. cat   | 9. chasing | 17. water   |
| 2. flat  | 10. danger | 18. swan    |
| 3. shack | 11. about  | 19. wand    |
| 4. chap  | 12. China  | 20. waffle  |
| 5. tap   | 13. around | 21. drama   |
| 6. lady  | 14. Africa | 22. lava    |
| 7. paper | 15. attack | 23. grandma |
| 8. bacon | 16. walrus | 24. pajama  |

- Draw a baseball diamond on the board/chart paper.

### Differentiated Instruction

- Review Activity Page 27.4 to determine if this is an appropriate activity for students who need additional support. If it is not, select a Pausing Point activity page for use during Differentiated Instruction.
- Plan which students who could work independently in Group 1 and which students you will work with in Group 2.



## Lesson 27: Assessment

## Reading



**Primary Focus:** Students will answer multiple-choice questions and one short-answer question assessing their understanding of the information they have read in *The War of 1812*. [RI.2.1; RI.2.10]

## THE WAR OF 1812 UNIT ASSESSMENT

## Activity Page 27.1



- Have students turn to Activity Page 27.1. Explain that this assessment covers the information that they have learned from reading *The War of 1812*.
- If you feel it is necessary, you may preview any vocabulary from the assessment before having students answer the questions on their own.
- Tell students that if they finish early, they may choose to read any chapter in the Reader silently.



## Activity Page 27.1: The War of 1812

Collect Activity Page 27.1 and use the analysis directions found in Teacher Resources to score the assessment and determine if additional evaluation or remediation is needed.

## Lesson 27: Writing

# Writing



**Primary Focus:** Students will read a letter and questions about the national anthem from Mr. Mowse. [L.2.1f; L.2.2]

### A LETTER FROM MR. MOWSE

#### > Digital Component 27.1

- Have students turn to Activity Page 27.2, as you display the digital version, to read a letter that Mr. Mowse has left for them. Point out that the letter at the top of the page is Mr. Mowse's letter and that, as usual, there are some misspellings in the letter, so an edited version of the letter is reprinted below Mr. Mowse's letter.
- Ask one or more students to read Mr. Mowse's letter aloud.
- Then, ask students to turn to the back of the activity page. Read the questions that Mr. Mowse wants to find answers for. Ask students to refer to their Reader and identify in what chapter they already read that they learned about Fort McHenry, Francis Scott Key, and the national anthem. (*Chapter 8 "Francis Scott Key and the National Anthem"*) Explain that Mr. Mowse must have thought of these questions after listening to Chapter 8.

**Note:** Collect Activity Page 27.2 for use again in Lesson 29.

#### Activity Page 27.2



#### Challenge

Without referring to the corrected version on Activity Page 27.2, ask students to correct the errors in Mr. Mowse's letter.

## Lesson 27: Tricky Spelling 'a'

# Foundational Skills



**Primary Focus:** Students will read words with the tricky spelling 'a' > /a/, /ae/, /o/, and /ə/. [RF.2.3b,e]

### BASEBALL GAME

- Tell students that today they will review the tricky spelling 'a', including the 'wa' spelling. Write the following headers representing the sounds of tricky spelling 'a' in columns:

| 'a' and 'wa' |      |     |     |
|--------------|------|-----|-----|
| /a/          | /ae/ | /ə/ | /o/ |

- Choose one index card example of each sound/spelling to read with students as a way to review each. Tape each word under the appropriate header on the board/chart paper.
- Shuffle the cards that you have prepared.
- Divide the class into two teams, having one team at a time come to the front of the room and line up in front of the board/chart paper. (You may choose to have students stay seated and divide the class into teams by the manner in which they are seated.) Each team takes a “turn at bat” as follows:
  - Pick a card from the pile, and ask the first person on the team to read it aloud, while you tape it in the correct column on the board/chart paper. If the word is read correctly, draw a line from home plate to first base, signifying a “hit.” This player then goes to the back of his team’s line, while the next player comes forward to read the next card. If he or she reads the word correctly, draw a line from first to second base. Play continues this way. If the fourth player reads the word correctly, draw a line from third base to home plate and mark “1 run” for the team. Play continues for this team so long as no words are misread; when a word is misread, the next team takes its turn at bat.
  - Set a timer for 10 minutes, and tell students that whichever team has the most runs when the timer rings is the winning team. Point out that accuracy is important, but so is speed. The more turns that players have to read words, the more likely their team is to score runs.

## Lesson 27: Differentiated Instruction

# Differentiated Instruction



**Primary Focus:** Students will identify examples of different parts of speech in “The End of the War,” will write sentences about Andrew Jackson, and will identify whether sentences are complete or incomplete. [L.2.1f; L.2.2; L.2.3]

### PARTS OF SPEECH; COMPLETE VS. INCOMPLETE SENTENCES

#### Small Group

**Group 1:** Have students who are able to work independently complete Activity Page 27.3 to review parts of speech, or assign some other reading related task that you feel would be beneficial.

Activity Pages  
27.3, 27.4



#### Activity Page 27.3: Parts of Speech

Collect and review Activity Page 27.3 from Group 1. Students who did not correctly identify words by their parts of speech may benefit from additional practice identifying words by their parts of speech at a later time.

**Group 2:** Work with Group 2, students needing extra help, with either the grammar Activity Page 27.4 reviewing complete and incomplete sentences, or with another Pausing Point activity page of your choice.



#### Activity Page 27.4: Complete or Incomplete Sentence?

Collect and review Activity Page 27.4 from Group 2. Students who did not correctly identify sentences as complete or incomplete may benefit from additional practice with subject and predicate in sentences at a later time.

End Lesson

## 28

## WRITING

## Paragraphs

## PRIMARY FOCUS OF LESSON

**Writing**

Students will select and mark the topic sentences and concluding sentences of paragraphs, will number the remaining sentences in correct order, and will identify and cross out sentences that do not stay on the topic. [W.2.2]

**Foundational Skills**

Students will alphabetize words to the second letter. [RF.2.3e]

Students will read words with the tricky spelling 'a', and will use those words to complete fill-in-the-blank sentences. [RF.2.3a,c]

## FORMATIVE ASSESSMENT

**Activity Page 28.1****The War of 1812: A Report by Mr. Mowse**  
[W.2.2]**Activity Page 28.2****Staying on Topic**  
[W.2.2]**Activity Page 28.3****Alphabetize Words**  
[RF.2.3e]**Activity Page 28.4****Find the Secret Message** Tricky Spelling 'a'  
[RF.2.3a,c]

## LESSON AT A GLANCE

|  | Grouping    | Time    | Materials                   |
|--|-------------|---------|-----------------------------|
| Writing                                    |             |         |                             |
| Mr. Mowse's Report on the War of 1812      | Whole Group | 30 min. | ☐ Activity Pages 28.1, 28.2 |
| Staying on Topic                           |             |         |                             |
| Foundational Skills                        |             |         |                             |
| Alphabetize to the Second Letter (Phonics) | Independent | 30 min. | ☐ Activity Pages 28.3, 28.4 |
| Tricky Spelling 'a' (Phonics)              |             |         |                             |
| Take-Home Material                         |             |         |                             |
| Staying on Topic                           |             |         | ☐ Activity Page 28.5        |



## ADVANCE PREPARATION

### Writing

#### ➤ Digital Component 28.1

- Add the following to the poster you previously prepared with definitions for *paragraph* and *topic sentence*, or prepare to display the digital version (Digital Component 28.1).
  - A concluding sentence is one sentence, usually the last, that restates the topic sentence to end the paragraph.

### Universal Access

- Write the words from the box on Activity Page 28.3 on index cards and have paper clips readily available for folding the cards.

## Lesson 28: Topic Sentences

## Writing



**Primary Focus:** Students will select and mark the topic sentences and concluding sentences of paragraphs, will number the remaining sentences in correct order, and will identify and cross out sentences that do not stay on the topic. **[W.2.2]**

### MR. MOWSE'S REPORT ON THE WAR OF 1812 (20 MIN.)

- Remind students that they have been learning about writing paragraphs.



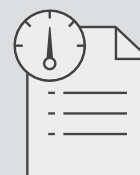
#### Check for Understanding

Ask students to explain what a paragraph and a topic sentence are.

### ➤ Digital Component 28.1

- Direct students' attention to the poster and read the definition of *concluding sentence*.
- Ask students to turn to Activity Page 28.1. Remind students that in the previous lesson they read a letter from Mr. Mowse in which he talked about how much he was learning about the War of 1812, even though he still had some questions.
- Tell students that Mr. Mowse has also been listening to their lessons about writing paragraphs and decided to try writing some paragraphs about the War of 1812.
- Read the title of the activity page, and explain that a report is a piece of writing about a nonfiction topic. Tell students that Mr. Mowse started writing his report and, although he remembered some really good information about the War of 1812, he had difficulty organizing his thoughts, so he needs some help from the class.
- Tell students that the sentences on the front of the activity page are all from the same paragraph about the start of the War of 1812. There are six sentences: one is a topic sentence, one is a concluding sentence, and the rest are sentences that provide supporting details for the topic sentence. However, the sentences are not in the proper order.

### Activity Page 28.1



### Support

Have students write a number '1' next to the topic sentence when it is identified. Have students write a number '6' next to the concluding sentence when it is identified. Then have students number the remaining sentences with '2', '3', '4', and '5' to show the correct order.

### Challenge

Have students write the sentences in order as a full paragraph.

### Activity Page 28.2



#### Challenge

Have students write their own paragraphs that include a topic sentence, concluding sentence, detail sentences, and a sentence that does not stay on topic. You may wish to use these paragraphs as practice with the whole group.

#### Support

Have students underline the topic sentence and all the sentences that stay on topic, to more easily see which sentence does not stay on topic and needs to be crossed out.

- Ask students to read all of the sentences aloud as a group, thinking in particular about which sentence might be the topic sentence. After a brief discussion, have all students mark the topic sentence.
- Next, ask students to identify and mark the concluding sentence. Remind students that often the concluding sentence is a restatement of the topic sentence. Remind students that the concluding sentence is the very last sentence in a properly sequenced paragraph.
- Finally, tell students that the remaining sentences are all details supporting the topic sentence. Ask them to number the remaining sentences in a logical order so they make sense.
- Summarize by having students reread the sentences in the correct order (i.e., topic sentence, supporting details in proper order, and the concluding sentence).
- Complete the back of the activity page with the next group of sentences in the same manner.



### Activity Page 28.1: The War of 1812: A Report by Mr. Mowse

Collect and review Activity Page 28.1. Students who did not correctly identify the topic sentences, detail sentences, and concluding sentences may benefit from additional practice examining and labeling sentences in paragraphs at a later time.

#### STAYING ON TOPIC (10 MIN.)

- Ask students to turn to Activity Page 28.2, and explain that it includes several paragraphs. Each paragraph has a topic sentence, followed by additional sentences.
- Explain, however, that in each paragraph, there is an extra sentence that does not relate to the topic sentence.
- Have students underline the topic sentence in each paragraph and cross out the sentence that does not stay on the topic. Complete the activity page as a teacher-guided activity.



### Activity Page 28.2: Staying on Topic

Collect and review Activity Page 28.2. Students who did not correctly identify the topic sentences, detail sentences, and unrelated sentences may benefit from additional practice determining which sentences in a paragraph stay on topic and which sentences in a paragraph do not at a later time.

## Lesson 28: Tricky Spelling 'a'

# Foundational Skills



### Primary Focus

Students will alphabetize words to the second letter. [RF.2.3e]

Students will read words with the tricky spelling 'a', and will use those words to complete fill-in-the-blank sentences. [RF.2.3a,c]

### ALPHABETIZE TO THE SECOND LETTER (15 MIN.)

- Ask students to turn to Activity Page 28.3 and complete it as an independent activity.



### Activity Page 28.3: Alphabetize Words

Collect and review Activity Page 28.3. Students who did not correctly alphabetize words may benefit from additional practice alphabetizing at a later time.

### TRICKY SPELLING 'A' (15 MIN.)

- Have students turn to Activity Page 28.4 and read the words in the box aloud before completing the activity page independently, as you circulate throughout the room, providing assistance as needed.

### Activity Page 28.3



### Foundational Skills

#### Using Foundational Skills

Using the cards you prepared in advance, help students alphabetize two cards. Then slowly add the other cards, explaining how to compare letters in words.

### Activity Page 28.4





### Activity Page 28.4: Find the Secret Message

Collect and review Activity Page 28.4. Students who did not correctly spell or use words with the tricky spelling 'a' may benefit from additional practice spelling and using words with this spelling at a later time.

End Lesson

## Take-Home Material

### STAYING ON TOPIC

- Have students take home Activity Page 28.5 to complete.

### Activity Page 28.5



### Lesson 28: Foundational Skills Remediation

## Additional Support

### MORE HELP WITH TRICKY SPELLING 'A'

#### Word Sort

- Copy the word cards on **Activity Page TR 28.1**.
- Write the following headers on the board: /a/, /ae/, /o/, /ə/.
- Shuffle the word cards and pass them out to students.
- Have a student read the word on his or her card. Then, ask the student to identify what sound the tricky 'a' (or 'wa') makes in the word. Have the student tape the card under the correct header on the board/chart paper.
- Go through the remaining word cards in the same manner.
- When all the cards have been sorted, read the words under each header.

## WRITING

# Write a Report

**PRIMARY FOCUS OF LESSON****Writing**

Students will fill in a template outlining the writing process for reports. [W.2.2]

Students will read questions addressing information about the War of 1812, and will produce topic listings that cover the questions asked. [W.2.2]

Students will read sentences that go with a topic, and will write a topic sentence and a concluding sentence for each topic. [W.2.2]

**FORMATIVE ASSESSMENT**

Activity Page 29.3

Topic and Concluding Sentences  
[W.2.2]

## LESSON AT A GLANCE

|  | Grouping    | Time    | Materials  |
|--|-------------|---------|--|
| <b>Writing</b>                             |             |         |  |
| The Report Writing Process                 | Whole Group | 25 min. | <input type="checkbox"/> Activity Pages 29.1, 29.2<br><input type="checkbox"/> chart paper<br><input type="checkbox"/> markers |
| Choose a Topic: Revisit Mr. Mowse's Letter | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 27.2  |
| Topic Sentences and Concluding Sentences   | Whole Group | 20 min. |  |
| <b>Take-Home Material</b>                  |             |         |  |
| Topic Sentences and Concluding Sentences   |             |         | <input type="checkbox"/> Activity Page 29.4  |

## ADVANCE PREPARATION

### Writing

#### ➤ Digital Component 29.1

- Create an enlarged version of Activity Page 29.1 (Digital Component 29.1) to display for The Report Writing Process, or use the digital version.
- Prepare to display notes you took while reading as a whole group in previous lessons.

#### ➤ Digital Component 29.2

- Create an enlarged version of Activity Page 29.2 (Digital Component 29.2) to display for The Report Writing Process, or use the digital version.

#### ➤ Digital Component 29.3

- Copy the chart of questions from Choose a Topic (Digital Component 29.3) on chart paper, leaving space after the questions for recording student questions, or use the digital version.

#### ➤ Digital Component 29.4

- Copy the sentences for Topic Sentences and Concluding Sentences (Digital Component 29.4) on the board/chart paper, leaving space above and below these sentences to write a topic sentence and concluding sentence with students during the lesson, or use the digital version.



## Lesson 29: Report Writing

## Writing



## Primary Focus

Students will fill in a template outlining the writing process for reports. [W.2.2]

Students will read questions addressing information about the War of 1812, and will produce topic listings that cover the questions asked. [W.2.2]

Students will read sentences that go with a topic, and will write a topic sentence and a concluding sentence for each topic. [W.2.2]

## THE REPORT WRITING PROCESS (25 MIN.)

## ➤ Digital Component 29.1

- Direct students' attention to the Write a Research Paper chart you prepared in advance and read the three steps listed with students (Plan, Draft, Edit).
- Ask students to turn to Activity Page 29.1, telling them it is the same as the chart.
- Remind them that throughout Grade 2, they have been practicing different forms of writing: summaries of stories they have read, new endings for stories, and persuasive letters.
- Remind students that whenever they have practiced writing, they have used a three-step writing process.
- Have students identify the three steps—plan, draft, and edit—as they refer to the Write a Research Paper chart and Activity Page 29.1.
- Explain that students are now going to learn about writing reports. They will use the same three-step process, but will also learn some specific “mini-steps” for planning, drafting, and editing when they are writing a report.
- Explain that since a report is about a nonfiction topic, one of the first things that students need to do before writing a report is to choose a specific topic. Ask students to think back to the report that they just read by Mr. Mowse and identify the topic of his report. (*the War of 1812*)
- Write **Choose a topic** on the chart as the first mini-step in planning, and have students write the same on the first line of Activity Page 29.1. Explain that reports can be written about any nonfiction topic in history or science. Encourage them to discuss examples of possible nonfiction topics that might be of interest to them for report writing; make sure that they name nonfiction topics.

## Activity Page 29.1



- Next, explain that once a topic has been selected, prior to starting to write about a nonfiction topic, students need to make sure they are knowledgeable about the topic. Tell students that the second mini-step in planning is to **Gather information**. Record this step on the chart as students copy it onto their activity page.
- Explain that when gathering information for a report, writers pull together as many different resources about that topic as possible. These resources can include books, articles in magazines or on the Internet, and other reference books, such as atlases and encyclopedias, when applicable. If you have access to the Internet in your classroom, this may be an appropriate opportunity to briefly introduce a search engine and the use of key words for doing an Internet search. You may also want to arrange for a classroom visit to the school library.
- Ask students what resources they think Mr. Mowse may have used to write his report. (*The War of 1812 Reader*)
- Next, explain and record the third mini-step in planning a report, **Read and take notes** about the topic. Direct students' attention the notes you displayed from previous lessons. Discuss them, pointing out that when you take notes, you often only write short phrases rather than complete sentences.
- Tell students that you will now talk about some mini-steps for the draft step. Remind them that this is when they will actually start writing about their topic. When writing a draft of a nonfiction report, it is important to **Organize notes**. Record this mini-step on the chart, and have students do the same on their activity page.
- Explain that when they organize their notes, writers group similar ideas from their notes together so they will be ready to write paragraphs.
- Record as the next mini-step in drafting **Write paragraphs**, and have students do the same on their activity page.
- Remind students that they have already learned a lot about writing paragraphs in this unit. They know that a good paragraph has a topic and a concluding sentence, as well as supporting details.
- Point out that the final step is to edit, which has three mini-steps. Record **Use editing checklist** as the first mini-step and have students do the same. Remind students that that they have used editing checklists throughout Grade 2 to refine their drafts.

## Activity Page 29.2



### ➤ Digital Component 29.2

- Now ask students to turn to Activity Page 29.2 as you display the digital version. Read the checklist aloud as a group, and discuss the questions. Note for students that this checklist is somewhat different from the editing checklist they have used in the past that was created for editing stories. This editing checklist has more items and the items include more information/details.
- Conclude this portion of the lesson by asking students to refer back to Activity Page 29.1, noting that there are still two blank spaces for two additional mini-steps in editing, but that you will come back to those final editing steps during a future lesson.



### Check for Understanding

Ask students to identify the kind of writing these steps in the writing process go with.  
(*writing reports*)

**Note:** Collect Activity Page 29.1 for use again in Lessons 31 and 33–36.  
Collect Activity Page 29.2 for use again in Lessons 34–36.

### CHOOSE A TOPIC: REVISIT MR. MOWSE'S LETTER (15 MIN.)

- Ask students to turn back to Activity Page 27.2 and look in particular at the questions that Mr. Mowse has listed. Also direct students' attention the list of questions you prepared in advance. Point out that the questions listed on the chart prepared in advance are the same questions Mr. Mowse has listed.

## ➤ Digital Component 29.3

**Topic:** \_\_\_\_\_

- What do the words of our national anthem describe?
- When singing our national anthem, how should people behave?
- How do people show respect for the flag?
- How did the poem Francis Scott Key wrote become our national anthem?
- What are the three times during the attack on Fort McHenry that Key looked for the flag?
- How could Key see the flag in the middle of the night?
- Why couldn't Key see the flag just before the sun came up?
- Why was it important to Key to see if the flag was still flying after the attack ended?

- Ask students to reread all of the questions in order to identify a single topic that all of these questions relate to.
- Record whatever wording students use to characterize the questions in the blank space labeled "Topic" above the questions on the previously prepared chart. Possible responses might include how to behave when handling and addressing the flag and what the words to "The Star-Spangled Banner" mean.
- Ask students to brainstorm any additional questions that they may also have about the topic you identified together. Be sure to guide students in posing questions that are relevant to the topic and not just general questions about the War of 1812.
- Record any additional student questions on the chart. Tell students that over the next several lessons you will use these questions as a guide to write a report to answer Mr. Mowse's questions.

**Note:** Collect Activity Page 27.2 for use again in Lesson 32.

### TOPIC SENTENCES AND CONCLUDING SENTENCES (20 MIN.)

- Remind students that they have been learning about writing paragraphs.

### Activity Page 27.2



### Challenge

Have students write their own list of additional questions related to the topic you identified together.



### Check for Understanding

Ask students to tell you the features of a good paragraph. (*topic sentence, supporting details, concluding sentence*)

- Display the sentences that you prepared in advance, and tell students that you have written a paragraph that includes some information about the War of 1812. **Let students know that the paragraph does not yet have a topic sentence or concluding sentence.**

### ➤ Digital Component 29.4

*One reason Americans were angry with the British in 1812 was that the British forced some American sailors to serve in the British Navy. The British were also stopping American ships from trading freely with the French. Another reason Americans were angry was that the British were trading with Native Americans. This created problems for American pioneers who were trying to move west.*

- Read the paragraph aloud with students, and then ask them to brainstorm ideas for an appropriate topic sentence for the beginning of the paragraph.
- Ask questions to guide students in recognizing that this paragraph is about the different reasons that the Americans were angry with the British in 1812.
- Help rephrase students' ideas for a topic sentence into a single, complete sentence, and then write this at the beginning of the paragraph, remembering to indent. Possible topic sentences might be:
  - There were many reasons that Americans were angry with the British before the War of 1812.
  - There were many things that led to the War of 1812.
- Reread the entire paragraph with the topic sentence.
- Tell students that good paragraphs also have a concluding sentence at the end of the paragraph. A good concluding sentence wraps things up and often is a restatement of the topic sentence.
- Ask students to suggest ideas for a concluding sentence for this paragraph and then write it at the end of the paragraph. One example of a concluding sentence might be the following:

### Activity Page 29.3



- All of these reasons led to the start of the War of 1812.

- Ask students to turn to Activity Page 29.3. Complete the first paragraph together as a teacher-guided activity. If time permits, have students complete the second paragraph on their own.



### Activity Page 29.3: Topic Sentences and Concluding Sentences

Collect and review Activity Page 29.3. Students who did not write appropriate topic sentences and/or concluding sentences may benefit from additional practice writing both types of sentences at a later time.

End Lesson

# Take-Home Material

## TOPIC SENTENCES AND CONCLUDING SENTENCES

- Have students take home Activity Page 29.4 to complete.



## Writing

### Writing

#### Entering/Emerging

Have students dictate the topic and concluding sentences to an adult.

#### Transitioning/Expanding

Have students dictate the topic and concluding sentences when necessary.

#### Bridging

Have students write the topic and concluding sentences independently.

### Activity Page 29.4



## 30

## ASSESSMENT

Spelling  
Assessment

## PRIMARY FOCUS OF LESSON

**Language (Spelling)**

Students will spell dictated multisyllable words from *The War of 1812* and the Tricky Word *New Orleans*, and will write four of the words in alphabetical order. [RF.2.3e,f; L.2.2d]

**Reading**

Students will partner read “Francis Scott Key and the National Anthem,” and will answer inferential and evaluative questions about key details in the text. [RF.2.4c; RI.2.6]

**Writing**

Students will read a paragraph and label the topic sentence, and will identify and cross out sentences that do not stay on the topic. [W.2.2]

## FORMATIVE ASSESSMENT

Activity Page 30.1

Spelling Assessment

[RF.2.3e,f; L.2.2d]

Observation

Anecdotal Reading Record “Francis Scott Key and the National Anthem”

[RF.2.4c]

Observation

Discussion Questions “Francis Scott Key and the National Anthem”

[RI.2.6]

Activity Page 30.2

Identify Topic and Irrelevant Sentences

[W.2.2]

## LESSON AT A GLANCE

|  | Grouping    | Time    | Materials                |
|--|-------------|---------|--------------------------|
| Language (Spelling)                                |             |         |                          |
| Spelling Assessment                                | Whole Group | 20 min. | ❑ Activity Page 30.1     |
| Reading  |             |         |                          |
| Review the Chapter                                 | Whole Group | 5 min.  | ❑ <i>The War of 1812</i> |
| Reread “Francis Scott Key and the National Anthem” | Partner     | 20 min. |                          |
| Writing  |             |         |                          |
| Identify Topic Sentences                           | Independent | 15 min. | ❑ Activity Page 30.2     |



---

## ADVANCE PREPARATION

### Note to Teacher

Having students reread Chapter 8, “Francis Scott Key and the National Anthem,” during this lesson will help prepare them for the next few lessons and discussions about “The Star-Spangled Banner.”

### Language

- Be sure to erase the spelling table from the board and/or turn the chart paper over so students cannot refer to it during the assessment.

## Lesson 30: Spelling Assessment

## Language



**Primary Focus:** Students will spell dictated multisyllable words from *The War of 1812* and the Tricky Word *New Orleans*, and will write four of the words in alphabetical order. [RF.2.3e,f; L.2.2.d]

## SPELLING ASSESSMENT

- Have students turn to Activity Page 30.1
- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students time to write the word.
- Repeat this procedure with each of the remaining words.

- |                |              |             |
|----------------|--------------|-------------|
| 1. Mississippi | 8. ragtag    | 15. goods   |
| 2. general     | 9. proud     | 16. defend  |
| 3. mortar      | 10. drains   | 17. river   |
| 4. traders     | 11. knotty   | 18. hickory |
| 5. soldiers    | 12. streak   | 19. peace   |
| 6. fired       | 13. highways |             |
| 7. orphan      | 14. treaty   |             |

**Tricky Word:**  
New Orleans

- Direct students' attention to the lines on the back of the activity page.
- Tell students to write the sentence "Andrew Jackson fought in the battle of New Orleans." Slowly repeat this sentence three times.
- At the end, go back through the list, and read each spelling word one more time.
- After all the words have been called out, tell students that 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/chart paper, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then onto the sentence.

## Activity Page 30.1



- Ask students to write the following words in alphabetical order on the back of the activity page.

1. river
2. ragtag
3. treaty
4. peace

- After all students have finished, write the four words in alphabetical order for students to correct their papers.

1. peace
2. ragtag
3. river
4. treaty



### Activity Page 30.1: Spelling Assessment

At a later time, use the template provided in Teacher Resources to analyze students' mistakes. This will help you understand any patterns that are beginning to develop or that are persistent among individual students.

---

## Lesson 30: “Francis Scott Key and the National Anthem”

# Reading



**Primary Focus:** Students will partner read “Francis Scott Key and the National Anthem,” and will answer inferential and evaluative questions about key details in the text. [RF.2.4c; RI.2.6]

### REVIEW THE CHAPTER (5 MIN.)

- Tell students that today they will reread Chapter 8, “Francis Scott Key and the National Anthem” with a partner.
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Review the images and captions in the chapter with students before they read.

### REREAD “FRANCIS SCOTT KEY AND THE NATIONAL ANTHEM” (20 MIN.)

- Assign partners.
- Ask students to read the chapter with their partner, taking turns reading each page. Students may ask their partners questions about the chapter and discuss what they read.
- Remind students that if they need assistance, with the meaning of any bolded words, they should refer to the Reader glossary.

### Reader



### Page 70



### Observation: Anecdotal Reading Record

As you listen to students read “Francis Scott Key and the National Anthem,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

### Wrap-Up

- When students have finished reading, call them back together as a class. Use the following questions to promote discussion. Also, note that students will learn more about the poem Francis Scott Key wrote in the next few lessons.



## Reading

### Reading/Viewing Closely

#### Entering/Emerging

Ask students yes/no questions to scaffold their effort to answer the discussion questions (e.g., “Is Key’s poem important because it helped the United States win the War of 1812?”).

#### Transitioning/Expanding

Provide students with sentence frames to scaffold their effort to answer the discussion questions (e.g., “Key’s poem is important because . . .”).

#### Bridging

Encourage students to answer the discussion questions in complete sentences using details from the text.

#### Challenge

Ask students to turn to page 75 of the Reader, showing Francis Scott Key looking at the American flag. Ask students to describe what is in the picture, and compare and contrast it to the text (for example, his position and facial expression).

### Discussion Questions for “Francis Scott Key and the National Anthem”

1. **Inferential.** How was Key able to see the flag flying at Fort McHenry?
  - » He watched the battle during the day and could see the flag flying. At night, flashes of light from rockets and bombs lit up the sky, allowing him to see the flag flying.
2. **Inferential.** Why did Francis Scott Key write a poem?
  - » He wrote a poem because he was inspired after realizing the U.S. soldiers had not given up fighting the British sailors in the harbor. As a result, the British sailors had stopped firing on the fort.
3. **Evaluative.** Why is Key’s poem important?
  - » Key’s poem is important because it became our national anthem, an important song for the United States.



### Observation: Discussion Questions

Call on a different student to answer each question. Note students’ names and performance in the Discussion Questions Observation Record, using the codes provided.

## Lesson 30: Report Writing

# Writing



**Primary Focus:** Students will read a paragraph and label the topic sentence, and will identify and cross out sentences that do not stay on the topic. **[W.2.2]**

### IDENTIFY TOPIC SENTENCES

- Remind students that they have been studying how to write a paragraph and have learned that a good paragraph should have a topic sentence that tells what the paragraph will be about.
- Also remind students that the remaining sentences in a paragraph should provide supporting details about the topic. Sentences that do not provide information about the topic should not be included in the paragraph.
- Ask students to turn to Activity Page 30.2.

- Tell students that they are to read the sentences in each group to identify the topic sentence by underlining it. They should then cross out any sentence in the group that does not pertain to the topic.
- Tell students that although they have completed similar exercises in earlier lessons, in those exercises the sentences were logically organized in a paragraph. This activity page requires more attention because the sentences in each group are not necessarily listed in the order that they would be written in a paragraph.
- Guide students in identifying the topic sentence and the irrelevant sentence in the first group. Be sure students read all of the sentences in the group before selecting either the topic sentence or the irrelevant sentence. Have students complete the remaining two groups independently.



### Activity Page 30.2: Identify Topic and Irrelevant Sentences

Collect and review Activity Page 30.2. Students who did not correctly identify topic and irrelevant sentences may benefit from additional practice to determine which sentence in a paragraph states the topic and which sentence(s) in a paragraph do not stay on that topic.

End Lesson

### Activity Page 30.2



### Support

Have students put a check mark next to the topic sentence and all the sentences that stay on topic to more easily see which sentence does not stay on topic and needs to be crossed out.

## 31

## WRITING

## Take Notes

## PRIMARY FOCUS OF LESSON

**Reading**

Students will read “Our National Anthem” with purpose and understanding, will use digital dictionaries and digital/print glossaries to clarify the meaning of words, and will answer questions about key details in the text. [RF.2.4a; RI.2.1; L.2.4e]

**Writing**

Students will take notes on “Our National Anthem” by answering literal questions about key details in the text, and will brainstorm additional questions about the topic. [W.2.2]

## FORMATIVE ASSESSMENT

Activity Page 31.1

Take Notes on “Our National Anthem”  
[W.2.2]

## LESSON AT A GLANCE

|                                     | Grouping    | Time    | Materials  |
|-------------------------------------|-------------|---------|--|
| Reading                             |             |         |  |
| Introduce the Chapter               | Whole Group | 30 min. | <input type="checkbox"/> <i>The War of 1812</i><br><input type="checkbox"/> Individual Code Chart  |
| Read “Our National Anthem”          |             |         |  |
| Writing                             |             |         |  |
| Take Notes on “Our National Anthem” | Whole Group | 30 min. | <input type="checkbox"/> <i>The War of 1812</i><br><input type="checkbox"/> Activity Pages 27.2, 29.1, 31.1<br><input type="checkbox"/> chart paper<br><input type="checkbox"/> marker |



## ADVANCE PREPARATION

### Note to Teacher

Students will read Chapter 11, “Our National Anthem,” as you guide them in the usual manner. You will then reread Chapter 11, “Our National Anthem” to students during the Writing activity to help them fill in information to answer the questions on Activity Page 31.1. Familiarize yourself with the questions on the activity page (which are also included in this lesson) so you can pause and model taking notes when a question has been answered in the text.

### Reading

#### ➤ Digital Component 15.1

- Prepare to display the online dictionary of your choice and the digital Reader glossary (Digital Component 15.1).

### Writing

- Have students’ copies of Activity Page 27.2 ready to hand out to them.

#### ➤ Digital Component 29.3

- Prepare to display the chart of questions (Digital Component 29.3) from Choose a Topic in Lesson 29, or use the digital version.

## Lesson 31: “Our National Anthem”

## Reading



**Primary Focus:** Students will read “Our National Anthem” with purpose and understanding, will use digital dictionaries and digital/print glossaries to clarify the meaning of words, and will answer questions about key details in the text.

[RF.2.4a; RI.2.1]

## INTRODUCE THE CHAPTER (10 MIN.)

- Tell students that the title of today’s chapter is “Our National Anthem.”
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

## Preview Spellings

- Write the word *patriotic* on the board/chart paper.
  - Circle the first letter ‘i’.
  - Tell students that this letter represents the sound /ee/.
  - Ask students to turn to **page 8** of the **Individual Code Chart**.
  - Ask students to find the /ee/ row and follow it across to ‘i’ (*ski*).
  - Ask students to summarize what the power bar means for ‘i’.
- Write the word *salute* on the board.
  - Circle the letter ‘a’.
  - Tell students that this letter represents the sound /ə/.
  - Ask students to turn to **page 7** of the **Individual Code Chart**.
  - Ask students to find the /ə/ row and follow it across to ‘a’ (*about*).
  - Ask students to summarize what the power bar means for ‘a’.

## Preview Core Vocabulary

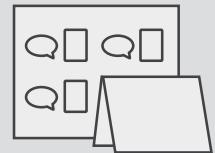
- Preview specific vocabulary immediately before students are asked to read the page(s) on which they first appear. The page number where each word first appears in “Francis Scott Key and the National Anthem” is listed after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.

## Reader



## Page 92

## Code Materials



## ➤ Digital Component 15.1

- Have students use the digital dictionary and digital glossary to look up vocabulary words as you preview them.

**patriotic—adj.**, having or showing support and love for your country (92)

**salute—v.**, to show respect (saluting) (96)

**state dinner—n.**, a special dinner hosted by the president of the United States for important people (state dinners) (100)

**Vocabulary Chart for “Our National Anthem”**

| Vocabulary Type                        | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|--|---------------------------------|----------------------------------|---------------------------------|
| Core Vocabulary                        |                                 | patriotic<br>salute              |                                 |
| Multiple-Meaning Core Vocabulary Words |                                 |                                  |                                 |
| Sayings and Phrases                    | state dinner                    |                                  |                                 |

- Assist students in decoding these words in the following way:
  - Write the vocabulary word on the board/chart paper.
  - 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 sound/spelling.

**Note:** Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted.

1. pa | tri | ot | ic      ‘i’ > /ee/ (*ski*)
2. sa | lute      ‘a’ > /ə/ (*about*)
3. state dinn | er

## READ “OUR NATIONAL ANTHEM” (20 MIN.)

### 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 Knowledge. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so 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 92 and 93

- Read the title of the chapter together as a class: “Our National Anthem.”
- Call students’ attention to the image of a cover for the sheet music for “The Star-Spangled Banner” on **page 93**.
- Have students read the caption on **page 93**, and point out that it describes the image.
- Introduce the word *patriotic* as a vocabulary word.
- Have students turn to the glossary, locate *patriotic*, and read the definition together as a class.
- Have students read **page 92** to themselves to find the answer to the question: “Why do countries have a national anthem?”
- After students finish reading, restate the question and ask students to answer. (*Countries have a national anthem to show that they are proud of their countries.*)
- Have students share what they remember about Francis Scott Key and Fort McHenry. (*Answers may vary, but should include that Francis Scott Key wrote the poem that became “The Star-Spangled Banner” at the battle of Fort McHenry.*)

### Pages 94 and 95

- Call on two students to read the paragraphs on **page 94**, and have the class listen for the answer to the question: “When do we sing our national anthem?”



## Reading

### Reading/Viewing Closely

#### Entering/Emerging

Ask students yes/no questions about the text (e.g., “Do people salute the flag?”).

#### Transitioning/Expanding

Provide students with a sentence frame (e.g., “When people salute the flag, they . . .”).

#### Bridging

Encourage students to answer in complete sentences using details from the text.

- When students have finished reading, restate the question and ask students to answer. (*We sing the national anthem before baseball games and other sporting events, on holidays like the Fourth of July, on special days when we gather together, and at school.*)
- Ask, “How should we behave when we sing ‘The Star-Spangled Banner’? (*We always stand, turn to face the flag, stand still, and look at the flag. You may wish to place your right hand over your heart.*)
- Direct students’ attention to the image on **page 95**, and read the caption aloud as a class.

### Pages 96 and 97

- Have students look in the glossary for the word *salute*, and read the definition together as a class. Note a form of the word at the end of the definition, *saluting*, is also used in this chapter.
- Call on one student to read aloud the paragraph on **page 96**, asking students to listen for the answer to the question: “How do people salute?”
- After the student finishes reading aloud, restate the question and ask students to answer. (*People salute by bringing their right hand up to their forehead or the tip of their hat.*)
- Ask, “Why do people salute the flag?” (*People salute the flag to show respect for the flag and pride in our country.*)
- Direct students’ attention to the image and caption on **page 97**, and call on one student to read the caption aloud.

### Pages 98 and 99

- Have students read the first paragraph on **page 98** to themselves to find the answer to the question: “How long did it take for ‘The Star-Spangled Banner’ to become our national anthem?”
- When students have finished reading, restate the question and ask students to answer. (*It took more than a hundred years for “The Star-Spangled Banner” to become our national anthem.*)
- Call on one student to read aloud the remainder of **page 98** while the class listens to find the answer to the question: “How did the poem that Francis Scott Key wrote become words to a song?”
- When students have finished reading, restate the question and ask students to answer. (*People took the words to the poem and set them to music. They sang the words to a tune that was popular at the time.*)

- Read the caption on **page 99** aloud as a class, and have students look at the image.

## Pages 100 and 101

- Tell students to read the first paragraph on **page 100** to find the answer to the question: “Was ‘The Star-Spangled Banner’ the only popular patriotic song at the time?”
- When students have finished reading, restate the question and ask students to answer. (*No, there were many popular patriotic songs at that time.*)
- Have students read the remainder of **page 100** to themselves to find the answer to the question: “When did ‘The Star-Spangled Banner’ become our national anthem?” (*Congress made “The Star-Spangled Banner” our national anthem in 1931.*)
- Ask, “How many years ago was that?” (*As of 2015, that was 84 years ago.*)
- Discuss the image on **page 101** with students, and read the caption aloud as a class.

## Lesson 31: Take Notes

# Writing



**Primary Focus:** Students will gather information and make notes about “Our National Anthem” by answering literal questions about key details in the text, and will brainstorm additional questions about the topic. **[W.2.2]**

### TAKE NOTES ON “OUR NATIONAL ANTHEM” (30 MIN.)

#### ➤ Digital Component 29.3

- Direct students’ attention to Activity Page 27.2, and reread aloud Mr. Mowse’s first four questions. Note that you have displayed his questions as well.
- Ask students to turn to Activity Page 31.1 and point out that Mr. Mowse’s remaining questions have been copied on this activity page, along with space for students to take notes.
- Remind students that in Lesson 29, they reviewed Mr. Mowse’s questions and decided that all of the questions were about the U.S. flag and “The Star-Spangled Banner.”
- Ask students to turn to Activity Page 29.1.

Activity Pages  
27.2, 29.1



Activity Page 31.1



## Reader



## Page 92

## Support

Provide students with one or two key words to begin with when taking notes for each question.

Alternatively, have students include the notes you write as their notes.

- Remind them that this activity page lists the steps and mini-steps of the process for writing a report. Point out that students already completed the first mini-step of the planning phase (**Choose a topic**) in Lesson 29, because they chose a topic based on Mr. Mowse's questions.
- Tell students that they now need to complete the next mini-step: **Gather information**. Tell students that they could gather information from many sources, including the Internet, but today they are going to start by looking at the chapter in the Reader they just read so they will be able to write a report.
- Ask students to again refer to Activity Page 29.1 to find out what the next mini-step is in planning, now that they have identified where they will gather information. (**Read and take notes**)
- Ask students to turn to Activity Page 31.1. Point out that the first half of Mr. Mowse's questions have been copied on this activity page, along with space for students to take notes.
- Tell students that the title of today's chapter is "Our National Anthem."
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Tell students they will listen again to the chapter and, using the activity pages, take notes during the reading to answer the questions.
- Remind students that when they take notes, they should write only the important words and phrases necessary to answer the questions, rather than complete sentences. An example would be: "What is the name of our national anthem?" Instead of students writing a complete sentence, they would simply write "*The Star-Spangled Banner*."
- Say, "I am going to first read the question aloud while you follow along on your activity page."
- Tell students that as you read the chapter aloud, you will pause when necessary to allow them to fill in answers on their activity page. Note for students that you will model how to do this correctly.

**Note:** Be sure students write only the important words and phrases necessary to answer the questions, emphasizing that writing in complete sentences is not necessary at this point in the process.

### Suggestions for Note-Taking

1. What do the words of our national anthem describe?
  - » what Francis Scott Key saw during the attack on Fort McHenry
2. When singing our national anthem, how should people behave?
  - » stand still, look at the flag until the anthem is over
3. How do people show respect for the flag?
  - » salute it, never let it touch the ground
4. How did the poem Francis Scott Key wrote become our national anthem?
  - » words were set to music, tune was popular at the time

- Allow students to brainstorm any additional questions they may have about our flag and national anthem. Ensure that their questions are pertinent to the topic. Record any additional questions on chart paper. You may wish to encourage or require students needing more challenge to include additional questions.
- Collect Activity Page 31.1 for use in future lessons.



### Activity Page 31.1: Take Notes on “Our National Anthem”

Collect and review Activity Page 31.1. Students who did not accurately represent information from the text, or who did not take notes on the correct information, may benefit from you modeling note-taking while they take notes in a small group setting at a later time.

End Lesson



## 32

## WRITING

## Take Notes

## PRIMARY FOCUS OF LESSON

**Reading**

Students will read “Making Sense of the National Anthem” with purpose and understanding, and will answer questions about key details in the text.

[RF.2.4a; RI.2.1]

**Writing**

Students will take notes on “Making Sense of the National Anthem” by answering literal questions about key details in the text, and will brainstorm additional questions about the topic. [W.2.2]

## FORMATIVE ASSESSMENT

Activity Page 32.1

Take Notes on “Making Sense of the National Anthem” [W.2.2]

## LESSON AT A GLANCE

|   | Grouping    | Time    | Materials  |
|---|-------------|---------|--|
| Reading   |             |         |  |
| Introduce the Chapter                               | Whole Group | 30 min. | <input type="checkbox"/> <i>The War of 1812</i>  |
| Read “Making Sense of the National Anthem”          |             |         |  |
| Writing   |             |         |  |
| Take Notes on “Making Sense of the National Anthem” | Whole Group | 30 min. | <input type="checkbox"/> <i>The War of 1812</i><br><input type="checkbox"/> Activity Pages 27.2, 32.1<br><input type="checkbox"/> chart paper<br><input type="checkbox"/> marker |

## ADVANCE PREPARATION

### Note to Teacher

After students read Chapter 12, “Making Sense of the National Anthem,” you will reread it to them during Writing to help them fill in information to answer the questions on Activity Page 32.1. Familiarize yourself with the questions on the activity page (which are also included in this lesson) so you can pause and model taking notes when a question has been answered in the text.

### Writing

- Have students’ copies of Activity Page 27.2 ready to hand out to them.

### ➤ Digital Component 29.3

- Prepare to display the chart of questions (Digital Component 29.3) from Choose a Topic in Lesson 29, or use the digital version.

## Lesson 32: “Making Sense of the National Anthem”

## Reading



**Primary Focus:** Students will read “Making Sense of the National Anthem” with purpose and understanding, and will answer questions about key details in the text. [RF.2.4a; RI.2.1]

## INTRODUCE THE CHAPTER (5 MIN.)

- Tell students that the title of today’s chapter is “Making Sense of the National Anthem.”
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

## Preview Core Vocabulary

- There is no vocabulary to preview.

## READ “MAKING SENSE OF THE NATIONAL ANTHEM” (25 MIN.)

## 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 Knowledge. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so 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.

## Pages 102 and 103

- Read the title of the chapter together as a class, “Making Sense of The National Anthem.”
- Call students’ attention to the image of the words for “The Star-Spangled Banner” on **page 103**.
- Have students read the caption on **page 103**, and point out that it describes the image.
- Have students read **page 102** to themselves to find the answer to the question: “How long ago did Francis Scott Key write the poem that became our national anthem?”

## Reader



## Page 102



## Language

### Selecting Language Resources

#### Entering/Emerging

Ask students yes/no questions about the meaning of words (e.g., “Does *perilous fight* mean a friendly meeting?”).

#### Transitioning/Expanding

Provide students with a sentence frame (e.g., “The text says *perilous fight* means . . .”).

#### Bridging

Encourage students to answer in complete sentences using details from the text.

- After students finish reading, restate the question and ask students to answer. (*about two hundred years ago*)
- Have students share what they remember about Francis Scott Key and Fort McHenry. (*Answers may vary, but should include that Francis Scott Key wrote the poem that became “The Star-Spangled Banner” at the battle of Fort McHenry and that the words describe him watching the flag and hoping it was still flying after the battle ended.*)

### Pages 104 and 105

- Call on one student to read the first paragraph on **page 104**, and have the class listen for the answer to the question: “What do the words *perilous fight* mean?”
- When the student has finished reading, restate the question and ask students to answer. (*The words perilous fight mean a dangerous battle.*)
- Call on another student to read the second paragraph on **page 104**, and have the class listen for the answer to the question: “What does the word *ramparts* mean?”
- When the student has finished reading, restate the question and ask students to answer. (*The word ramparts means the walls of the fort.*)
- Call on another student to read the third paragraph on **page 104**, and have the class listen for the answer to the question: “What does the word *spangled* mean?”
- When the student has finished reading, restate the question and ask students to answer. (*The word spangled means dotted with stars.*)
- Ask, “What does it mean that the broad stripes and bright stars were streaming?” (*When the wind blows, the flag ripples in the air causing the stripes to look like moving water, as in a stream.*)
- Direct students’ attention to the image on **page 105**, and read the caption aloud as a class.

### Pages 106 and 107

- Call on one student to read aloud the first paragraph on **page 106**, asking students to listen for the answer to the question: “What do the words *at the twilight’s last gleaming* mean?”
- After the student finishes reading aloud, restate the question and ask students to answer. (*The words at the twilight’s last gleaming mean just as the sun sets.*)

- Have another student read aloud the second paragraph on **page 106**.
- Ask, “How could Key see the flag at night?” (*The rockets red glare and the bombs bursting in air lit up the night sky.*)
- Call on another student to read the third paragraph on **page 106**, and have the class listen for the answer to the question: “Why couldn’t Key see the flag just before dawn?”
- When the student has finished reading, restate the question and ask students to answer. (*The attack had ended, so there were no flashes from rockets or bombs.*)
- Direct students’ attention to the image and caption on **page 107**, and call on one student to read the caption aloud.

### Pages 108 and 109

- Have students read **page 108** to themselves to find the answer to the question: “Throughout the attack on Fort McHenry, what was Key looking to see?”
- When students have finished reading, restate the question and ask students to answer. (*Key wanted to see the U.S. flag.*)
- Have students look at the image on **page 109** and read the words in the bubble aloud as a class.

### Pages 110 and 111

- Tell students to read **page 110** to themselves to find the answer to the question: “What do the words *land of the free and the home of the brave* mean?”
- When students have finished reading, restate the question and ask students to answer. (*The words land of the free and the home of the brave mean the United States.*)
- Ask, “What do the last lines of the song mean?” (*They ask: is our flag still waving?*)
- Discuss the image on **page 111** with students, and read the words in the bubble aloud as a class.

### Pages 112 and 113

- Tell students to read **page 112** to themselves to find the answer to the question: “Is there a part of our national anthem that answers the questions Key wrote?”
- When students have finished reading, restate the question and ask students to answer. (*Yes, but the answers are in a part of the anthem that we don’t sing very much.*)

- Discuss the image on **page 113** with students, and read the caption aloud as a class. Note for students the answers to the questions Key wrote in the first part of the anthem.

## Lesson 32: Take Notes

# Writing



**Primary Focus:** Students will take notes on “Making Sense of the National Anthem” by answering literal questions about key details in the text, and will brainstorm additional questions about the topic. **[W.2.2]**

### TAKE NOTES ON “MAKING SENSE OF THE NATIONAL ANTHEM”

- Tell students that today they will take notes on another chapter in the Reader.

#### ➤ Digital Component 29.3

- Direct students' attention to Activity Page 27.2, and reread aloud Mr. Mowse's remaining four questions. Note the you have displayed his questions as well.
- Ask students to turn to Activity Page 32.1 and point out that Mr. Mowse's remaining questions have been copied on this activity page, along with space for students to take notes.
- Tell students that the title of today's chapter is “Making Sense of the National Anthem.”
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Tell students they will listen again to the chapter and, using their activity pages, take notes during the reading to answer the questions.
- Remind students that when they take notes, they should write only the important words and phrases necessary to answer the questions, rather than complete sentences.
- Tell students that as you read the chapter aloud, you will pause when necessary to allow them to fill in answers on their activity page. Note for students that you will model how to do this correctly.

## Reader



Page 102

## Activity Pages 27.2, 32.1



**Note:** Be sure students write only the important words and phrases necessary to answer the questions, emphasizing that writing in complete sentences is not necessary at this point in the process.

### Suggestions for Note-Taking

1. What are the three times during the attack on Fort McHenry that Key looked for the flag?
  - » just as the sun set, at night, at dawn
2. How could Key see the flag in the middle of the night?
  - » The rockets and bombs lit up the sky.
3. Why couldn't Key see the flag just before the sun came up?
  - » The attack had ended, so no bombs lit up the sky.
4. Why was it important to Key to see if the flag was still flying after the attack ended?
  - » It meant the British had given up.

- Allow students to brainstorm any additional questions they may have about our national anthem. Ensure that their questions are pertinent to the topic. Record any additional questions on chart paper. You may wish to encourage or require students needing more challenge to include additional questions.
- Collect Activity Page 32.1 for use in future lessons.



### Activity Page 32.1: Take Notes on “Making Sense of the National Anthem”

Collect and review Activity Page 32.1. Students who did not accurately represent information from the text, or who did not take notes on the correct information, may benefit from you modeling note-taking while they take notes in a small group setting at a later time.

End Lesson

### Support

Provide students with one or two key words to begin with when taking notes for each question. Alternatively, have students include the notes you write as their notes.



## 33

## END-OF-YEAR ASSESSMENT

Silent Reading  
Comprehension

## PRIMARY FOCUS OF LESSON

**Reading**

Students will read “The Young Mouse” with purpose and understanding, and will answer multiple-choice questions about key details in the text.

[RF.2.4a; RL.2.1; RL.2.10]

**Writing**

Students will use their notes on “Our National Anthem” and “Making Sense of the National Anthem” to write the first draft of the first and second paragraphs of a report on the national anthem. [W.2.2]

## FORMATIVE ASSESSMENT

Activity Page 33.4

Report Draft First Paragraph  
[W.2.2]

Activity Page 33.5

Report Draft Second Paragraph  
[W.2.2]

## LESSON AT A GLANCE

|   | Grouping                    | Time    | Materials  |
|---|-----------------------------|---------|--|
| <b>Reading</b>                          |                             |         |  |
| Silent Reading Comprehension Assessment | Independent                 | 20 min. | ☐ Activity Pages 33.1–33.3   |
| <b>Writing</b>                          |                             |         |  |
| Draft a Report                          | Whole Group/<br>Independent | 40 min. | ☐ Activity Pages 29.1, 31.1, 32.1, 33.4, 33.5<br>☐ chart paper<br>☐ marker |

## ADVANCE PREPARATION

### Note to Teacher

The Silent Reading Comprehension Assessment should be given to the whole class in one sitting. Ask students to tear out Activity Pages 33.1–33.3. Collect Activity Page 33.3 from them. Allow students 20 minutes to silently read the story on Activity Page 33.1 and to answer the multiple-choice comprehension questions on Activity Page 33.2. Students should be allowed (and encouraged) to look back at the story as they answer the questions. Collect the activity pages after 20 minutes. The ability to read the story and answer the questions in a fixed length of time is part of the assessment.

### Writing

- Have students' copies of Activity Pages 29.1, 31.1, and 32.1 ready to hand out to them.

### ➤ Digital Component 29.3

- Prepare to display the chart of questions (Digital Component 29.3) from Choose a Topic in Lesson 29, or use the digital version.

### ➤ Digital Component 29.1

- Prepare to display the steps in the writing process chart, or prepare to display the digital version (Digital Component 29.1).

## Lesson 33: End-of-Year Assessment

## Reading



**Primary Focus:** Students will read “The Young Mouse” with purpose and understanding, and will answer multiple-choice questions about key details in the text. [RF.2.4a; RL.2.1; RL.2.10]

**SILENT READING COMPREHENSION ASSESSMENT****Administration**

- Have students work on Activity Pages 33.1–33.3. Collect Activity Page 33.3 from students before administering the assessment.
- Tell students to silently read the story on Activity Page 33.1 and then answer the questions on Activity Page 33.2. Tell students they should look back to the story if they can’t remember an answer.
- Tell students that if they feel tired, it’s a good idea to take a short, personal break. Explain that students need to respect the others in the classroom and stay seated, while quietly looking up to the ceiling, stretching their shoulders, and taking a deep breath or two.
- Encourage students to do their best.
- Once students finish the assessment, encourage them to review their papers, rereading and looking over their answers carefully.
- Again, explain the necessity of respecting that not all classmates will finish at the same time, and, if they finish and have checked their papers, they should remain quiet for others to finish.
- Collect Activity Pages 33.1 and 33.2. Activity Page 33.1 will be needed in future lessons for the Fluency Assessment.

**Scoring and Analysis**

- Use the following answer key for scoring the assessment.

- |      |      |
|------|------|
| 1. C | 5. B |
| 2. B | 6. B |
| 3. B | 7. C |
| 4. A | 8. C |

**Activity Pages  
33.1–33.3**

- After scoring the assessment, record students' scores on Activity Page 33.3 (Grade 2 CKLA End-of-Year Summary). Then, sort students into two groups.
  - Students who read the story in the allotted time and answered seven or eight of the questions correctly do not need further assessing. These students are probably well prepared for Grade 3.
  - Students who struggled to read the story in the allotted time and/or missed two or more of the eight questions should complete the Fluency Assessment and the Word Reading in Isolation Assessment in subsequent lessons.

### Lesson 33: Draft a Report

# Writing



**Primary Focus:** Students will use their notes on “Our National Anthem” and “Making Sense of the National Anthem” to write the first draft of the first and second paragraphs of a report on the national anthem. **[W.2.2]**

## DRAFT A REPORT

### Introduction

#### ➤ Digital Component 29.3

- Referring to the previously prepared chart of questions, remind students that in the previous two lessons they took notes while listening to two chapters in their Reader so they would be able to answer Mr. Mowse’s questions about the flag and our national anthem.

#### ➤ Digital Component 29.1

- Now ask students to turn to and look at Activity Page 29.1, while you refer to the displayed chart, pointing out that they have completed the “Plan” step with its three mini-steps. Ask students to identify the next step and mini-steps in report writing (**Draft: Organize notes** and **Write paragraphs**).
- Have students turn to Activity Pages 31.1 and 32.1. It may be easier for students to take these activity pages out of the Activity Book so they can look at them side by side.

Activity Pages  
29.1, 31.1, 32.1



- Tell students that when writers write a report, they often use several sources (*books, Internet, magazine articles, etc.*) to gather information on their topic. Ask students to identify how many different sources they have used thus far to gather information to answer Mr. Mowse's questions. (*Answers may vary depending on whether you and your students have consulted the Internet and other books, in addition to the Reader chapters.*)
- Tell students that when you use different sources to gather information, once you have finished all of your research, it is important to go back and look at all of your notes and organize them into groups that relate to different aspects or parts of the report topic.
- Remind students that the overall topic of their report is the U.S. flag and our national anthem. Tell them this is the overall topic of their report, but it is likely that their report will have different parts (and paragraphs) once they look at and organize all of their notes.
- Ask students to spend several minutes briefly scanning their notes on Activity Page 31.1 and to then identify what all of these notes refer to. (*our national anthem and the U.S. flag*)
- Now ask students to spend several minutes briefly scanning their notes on Activity Page 32.1 and to now identify what all of these notes refer to. (*what the words in our national anthem mean*)
- Tell students that they are fortunate because, thanks to the way the note-taking activity pages were set up, their notes have already been organized in two different groups that they will now use to create two parts/two paragraphs for their report.
- Have students put Activity Page 32.1 aside, leaving Activity Page 31.1 on their desk. They should also take out Activity Page 33.4.
- Tell students that they are going to now use their notes on Activity Page 31.1 to write a draft of their first paragraph on Activity Page 33.4. Point out that there is a space at the top of this activity page to write the title of their report. Explain that the title should provide an idea of what the topic is.
- Explain that many times the title may actually be the same as the topic and that's fine. Have them refer to the topic that they previously identified and that you recorded on the questions chart, and encourage them to brainstorm a title for their report.

## Challenge

Ask students to come up with their own topic sentences individually or in small groups. Then compare and contrast them as a class.

## Activity Pages 33.4, 33.5



## Support

Model recording a title on the board/chart paper as students write their title on the activity page, emphasizing the need to capitalize the first and last words and other important words in the title. Note for students that titles do not have end punctuation.

## **Support**

Work with students in a small group to sequence the remaining sentences.



## **Writing**

### **Writing**

#### **Entering/Emerging**

Have students dictate their topic sentence, supporting sentences, and concluding sentence to an adult.

#### **Transitioning/Expanding**

Have students dictate their topic sentence, supporting sentences, and concluding sentence to an adult when necessary.

#### **Bridging**

Have students write their sentences independently.

## **Draft the First Paragraph of Report**

- Remind students that they have learned that good paragraphs have a topic and concluding sentence, as well as several sentences that provide supporting details for the topic sentence.
- Ask students to take a few minutes to read through all of their notes on Activity Page 31.1. When they have had sufficient time, brainstorm ideas for a topic sentence for this paragraph as a group. When all have agreed to the topic sentence, tell students to write this sentence on Activity Page 33.4, as you model writing it on the board/chart paper. Remind students to indent the topic sentence.
- Tell students that next you are going to create and write sentences that provide supporting details for the topic sentence. You should also have the chart paper copy of these same notes displayed.
- Ask students to take a few minutes to individually reread their notes, thinking about the order in which they might want to write about these things in their paragraph. Suggest that they number their notes on their activity page in the order in which they think they should write about them in the paragraph.
- Once students have had time to number their notes on their individual activity pages, discuss as a class the order in which they think this information should be presented in their paragraph. Guide students in reaching consensus so you can number the notes on your chart paper.
- Work as a group to first orally state in a complete sentence the information numbered as '1' in your notes. Model writing this sentence after the topic sentence on chart paper as students write the sentence on their activity pages.
- Ask students to continue writing sentences with supporting details using the information in the notes.
- Remind students that they need to end their paragraph with a good concluding sentence. Discuss possibilities orally, and then write a concluding sentence to end this paragraph on the draft.
- If time still remains, ask students to start writing the second paragraph of the report. If so, have them take out Activity Page 32.1; you may also want to have them use Activity Page 33.5 so they have a clean page with sufficient space to write the second paragraph.
- Remind students that this page of notes is about the meaning of the words in our national anthem. Ask them to review their notes and then brainstorm a good topic sentence.

- Depending on your students, you may want to continue as you did with the first paragraph and guide students step by step in creating the paragraph. If all or some students are capable, you may want to encourage them to try writing a draft of the second paragraph on their own.
- Collect all activity pages from students. You may wish to paper clip them together for ease of passing out in the next lesson.



#### Activity Page 33.4: Report Draft First Paragraph

Collect and review Activity Page 33.4. Students who did not write their notes in the appropriate order or as complete sentences may benefit from additional support logically sequencing information and changing notes into complete sentences for a paragraph.



#### Activity Page 33.5: Report Draft Second Paragraph

Collect and review Activity Page 33.5. Students who did not write their notes in the appropriate order or as complete sentences may benefit from additional support logically sequencing information and changing notes into complete sentences for a paragraph.

End Lesson



## 34

## END-OF-YEAR ASSESSMENT

## Fluency

## PRIMARY FOCUS OF LESSON

**Reading**

Students will read “The Young Mouse” aloud with appropriate accuracy, rate, and expression, and will answer literal and inferential questions about key details in the text. [RF.2.4c; RL.2.1; RL.2.10]

**Writing**

Students will use their notes on “Making Sense of the National Anthem” to write the first draft of the second paragraph of a report on the national anthem, and will use an editing checklist to review what they have written. [W.2.2; W.2.5]

## FORMATIVE ASSESSMENT

**Activity Page 33.5****Report Draft** Second Paragraph  
[W.2.2]

## LESSON AT A GLANCE

|                    | Grouping                                | Time    | Materials   |
|--------------------|---|---------|---|
| <b>Reading</b>     |   |         |   |
| Fluency Assessment | Individual                              | 20 min. | <input type="checkbox"/> Activity Pages 33.1, 33.3, 34.1<br><input type="checkbox"/> stopwatch or clock                       |
| <b>Writing</b>     |   |         |   |
| Draft a Report     | Whole Group/<br>Independent             | 15 min. | <input type="checkbox"/> Activity Pages 29.1, 33.5<br><input type="checkbox"/> chart paper<br><input type="checkbox"/> marker |
| Edit a Report      | Whole Group/<br>Independent/<br>Partner | 25 min. | <input type="checkbox"/> Activity Pages 29.1, 29.2, 31.1, 32.1, 33.5  |

## ADVANCE PREPARATION

### Note to Teacher

Identify students who need to complete the optional Fluency Assessment based on their scores on the Silent Reading Comprehension Assessment. The optional Fluency Assessment provides a more focused, one-on-one assessment for students who incorrectly answered two or more of the eight questions on the Silent Reading Comprehension Assessment.

To administer this section of the assessment, you will pull students aside individually and ask each to read aloud to you the same story they read silently. You should keep a running record during this reading and calculate a Words Correct Per Minute (W.C.P.M.) score using the guidelines in this lesson. This will provide an indication of fluency. Students will read from a copy of the text found in Teacher Resources while you keep a running record on Activity Page 33.1.

In addition, this writing lesson is a continuation of the writing lesson you started in the previous lesson. Have students start or continue writing the second paragraph of the report using their notes from Activity Page 32.1. Have them write their draft on Activity Page 33.5.

### Reading

- Prepare a copy of “The Young Mouse” found in Teacher Resources for students to read aloud to you.
- Plan for independent activities students can complete while you administer the Fluency Assessment to individual students. This may include rereading chapters in *The War of 1812* Reader, completing Pausing Point activity pages, or engaging in other independent activities you have identified as appropriate.

### Writing

- Have students’ copies of Activity Pages 29.1, 29.2, 31.1, 32.1, and 33.5 ready to hand out to them.

### ➤ **Digital Component 29.3**

- Prepare to display the chart of questions (Digital Component 29.3) from Choose a Topic in Lesson 29, or use the digital version.

### ➤ **Digital Component 29.1**

- Prepare to display the steps in the Write a Research Paper chart, or use the digital version (Digital Component 29.1).

### ➤ **Digital Component 34.1**

- Copy the chart from the Writing section on listing references (Digital Component 34.1) on the board/chart paper to display, or use the digital version.

## Lesson 34: End-of-Year Assessment

## Reading



**Primary Focus:** Students will read “The Young Mouse” aloud with appropriate accuracy, rate, and expression, and will answer literal and inferential questions about key details in the text. [RF.2.4c; RL.2.1; RL.2.10]

### FLUENCY ASSESSMENT

Activity Pages  
33.1, 34.1



- Have one student at a time come to a quiet assessment area to read “The Young Mouse” with you.
- Place a copy of “The Young Mouse” from Teacher Resources in front of the student. Ask the student for Activity Page 33.1 (copy of “The Young Mouse”) and Activity Page 34.1 (W.C.P.M. Calculation Sheet). You will use Activity Page 33.1 to mark a running record as you listen to the student read orally.
- Tell the student that you are going to ask him or her to read the story aloud.
- Explain that you are going to use a watch to see how long it takes him or her to read the story. Tell the student that this is not a race; he or she should read at his or her regular pace and not rush.
- Begin timing when the student reads the first word of the title. If you are using a watch, write the exact Start Time, in minutes and seconds, on your record page.
- If you are using a stopwatch, you do not need to write down the start time since the stopwatch will calculate Elapsed Time.
- As the student reads the story, make a running record on the copy with the student’s name using the following guidelines:

|                               |  |
|-------------------------------|--|
| <b>Words Read Correctly</b>   | No mark is required.   |
| <b>Omissions</b>              | Draw a long dash above the word omitted.   |
| <b>Insertions</b>             | Write a caret (^) at the point where the insertion was made.<br>If you have time, write down the word that was inserted. |
| <b>Words Read Incorrectly</b> | Write an ‘X’ above the word.   |

|                               |  |
|-------------------------------|--|
| <b>Substitutions</b>          | Write the substitution above the word.             |
| <b>Self-Corrected Errors</b>  | Replace original error mark with an 'SC'.          |
| <b>Teacher-Supplied Words</b> | Write a 'T' above the word<br>(counts as an error) |

- When the student finishes reading the story, write the exact Finish Time in minutes and seconds on your record sheet.
- Alternatively, if you are using a stopwatch, simply write down the Elapsed Time in minutes and seconds.
- If the student reads very slowly, you may need to stop the reading before the student gets to the end of the story. (Five minutes should be enough time to get a measurement.) If the student does not read to the end, draw a vertical line on the record sheet to indicate how far the student read. Also write down either the Finish Time or the Elapsed Time.
- After the student finishes reading, ask the following oral comprehension questions to see how much of the story the student understood on the second reading.

#### **Comprehension Questions for “The Young Mouse”**

1. **Literal.** What two animals did the young mouse see on his walk?  
» cat, rooster
2. **Literal.** Which animal was he scared of?  
» rooster
3. **Inferential.** Which animal should he have been scared of?  
» cat
4. **Literal.** Why did the young mouse like the cat better than the rooster?  
» It looked like him.
5. **Literal.** What did the mother say at the end of the story?  
» The mouse was lucky the rooster scared him.
6. **Inferential.** What is the moral of the story?  
» Things are not always what they seem.

- Repeat this process for additional students.

## Scoring and Analysis

- If the reading was fairly accurate (<10 uncorrected errors), you can get a rough (and easy) estimate of a student's W.C.P.M. score simply by noting the time and looking at the chart on Activity Page 34.1.
- To calculate a student's exact W.C.P.M. score, use the information you wrote on the record sheet and follow the described steps. The steps are also shown in graphic form on Activity Page 34.1 (W.C.P.M. Calculation Sheet). You will probably find it helpful to have a calculator available.
  - First, complete the Words section of the W.C.P.M. Calculation Sheet.
  - Count Words Read. This is the total number of words that the student read or attempted to read, up to the point where he or she stopped. It includes words that the student read correctly as well as words that the student read incorrectly or skipped over. If the student attempted to read the whole story, including the title, use 357 words as your total. If the student did not finish the story, you will need to count the number of words that the student actually attempted to read. Write the count for Words Read in the matching box on the W.C.P.M. Calculation Sheet.
  - Count the Uncorrected Mistakes noted in your running record. This includes words read incorrectly, omissions, substitutions, and words that you had to supply. Write the total in the box labeled Uncorrected Mistakes. (A mistake that is corrected by the student is not counted as a mistake; the student is penalized for the time he or she lost making the correction, but not for the initial mistake.)
  - Subtract Uncorrected Mistakes from Words Read to get Words Correct.
  - Next, complete the Time section of the activity page.
  - Calculate Elapsed Time in minutes and seconds. (If you used a stopwatch, this should already be done for you. Skip to the next step.) If you used a watch and recorded start and stop times, you will need to subtract the Start Time from the Finish Time to calculate the Elapsed Time. Subtract seconds from seconds then minutes from minutes. Calculate Time in Seconds. Multiply the number of minutes by 60 to convert minutes to seconds, and then add the number of seconds.
  - Divide Words Correct by Time in Seconds. Then multiply by 60 to get Words Correct Per Minute (W.C.P.M.).
- As you evaluate W.C.P.M. scores, here are some factors to consider:
  - It is normal for students to show a wide range in fluency and in W.C.P.M. scores. However, a major goal for Grade 2 students is to read with sufficient fluency to ensure comprehension and independent reading of

school assignments in subsequent grades. Exact fluency targets vary from state to state; the national mean calculated by Hasbrouck and Tindal in 2006 for Spring of Grade 2 is 91 W.C.P.M.

- A student's W.C.P.M. score can be compared with the score of other students in the classroom (or grade level) and also with the national fluency norms for Spring of Grade 2 obtained by Hasbrouck and Tindal. Students whose scores are below the 25th percentile (62 W.C.P.M), are experiencing serious problems in reading fluently.
- Compare the student's W.C.P.M. score to national norms for Spring of Grade 2 (Hasbrouck and Tindal, 2006):

| Reading Time for this story | W.C.P.M. | National Percentiles for Spring, Grade 2 |
|-----------------------------|----------|--|
| 2:35                        | 141      | 90th                                     |
| 3:05                        | 118      | 75th                                     |
| 4:05                        | 91       | 50th                                     |
| 4:55                        | 74       |  |
| 5:55                        | 62       | 25th                                     |
| 8:00                        | 46       |  |
| 11:35                       | 31       |  |

- After you have entered each student's scores on Activity Page 34.1 (W.C.P.M Calculation Sheet), record them on Activity Page 33.3 (Grade 2 CKLA End-of-Year Summary) for each student.

### Activity Page 33.3





## Lesson 34: Draft and Edit a Report

# Writing



**Primary Focus:** Students will use their notes on “Making Sense of the National Anthem” to write the first draft of the second paragraph of a report on the national anthem, and will use an editing checklist to review what they have written.

[W.2.2, 5]

### DRAFT A REPORT (15 MIN.)

#### Activity Page 32.1



- Direct students’ attention to Activity Page 32.1
- Remind students that this page of notes is about the meaning of the words in “The Star-Spangled Banner” by Francis Scott Key.

#### Activity Page 33.5



#### Check for Understanding

Ask students to tell you the features of a good paragraph. (*topic sentence, supporting details, concluding sentence*)

- Have students draft the second paragraph of their report, using their notes.

#### Support



#### Activity Page 33.5: Report Draft Second Paragraph

Collect and review Activity Page 33.5. Students who did not write their notes in the appropriate order or as complete sentences may benefit from additional support logically sequencing information and changing notes into complete sentences for a paragraph.

Guide students step-by-step to create the second paragraph in the same manner in which you guided them through translating their notes into the first paragraph.

## EDIT A REPORT (25 MIN.)

### Review Steps

#### > Digital Component 29.1

- When students have finished writing a draft of the second paragraph, reconvene as a group, asking students to turn once again to Activity Page 29.1 while you refer to the displayed chart. Point out that students have now completed all steps and mini-steps for planning and drafting a report, and ask them to identify the next step. (*Edit*)
- Remind students that the first step in editing is to **Use editing checklist**. Have them take Activity Page 29.2 out of their Activity Book for use later in the lesson.
- Returning to Activity Page 29.1, point out that there are still two blank spaces for two additional mini-steps under the “Edit” step. Tell students that the second mini-step in editing is to **List References** at the end of the report. Have students write this step on Activity Page 29.1 while you write it on the chart.

### References

- Have students refer to Activity Pages 31.1 and 32.1 to identify these references. Tell students that it is customary at the end of a report for writers to list their references, by author and title.

#### > Digital Component 34.1

##### For a Reader chapter:

Name of the Reader (in italics), name of the chapter (in quotation marks)

**Example:** *The War of 1812*, “Our National Anthem”

##### For a book:

Name of author (last name, first name), title of book (underlined)

**Example:** Key, Francis, Our National Anthem

##### For Internet articles:

Name of author (last name, first name), title of article (in quotation marks)

**Example:** Key, Francis, “My Favorite Song”

- Explain and model the correct bibliographic format using the chart you prepared in advance.

Activity Pages  
29.1, 29.2, 31.1, 32.1



### Support

Work with students in small groups or individually to review their writing against the editing checklist.

- Point out that it is customary to put the author's last name first. Also point out that the references are listed in alphabetical order.
- Have students copy these references at the very end of their draft report on Activity Page 33.5.
- Now tell students that the last mini-step in editing is to **Add Illustrations**. Have students write this mini-step on Activity Page 29.1 while you write it on the chart. Tell students that illustrations add interest to a report. Tell them that when they finish all other editing of their report, they can add an illustration or two.

### Write a Research Paper

#### Plan

1. Choose a topic
2. Gather information
3. Read and take notes

#### Draft

4. Organize notes
5. Write paragraphs

#### Edit

6. Use editing checklist
7. List references
8. Add illustrations

- During the remaining time, pair students to assist each other in using Activity Page 29.2 to edit their drafts. Make sure students understand that they should edit the paragraphs on Activity Pages 31.1 and 32.1
- Model using an example from Activity Page 29.2. Read aloud the second question "Have I organized information into paragraphs that relate to my topic?" Go through your draft paragraphs to determine if you have addressed this item on the editing checklist. Think aloud as you review your writing.

~~~~~  
End Lesson~~~~~

## END-OF-YEAR ASSESSMENT

# Word Reading in Isolation

**PRIMARY FOCUS OF LESSON****Foundational Skills**

Students will read one-, two-, and three-syllable words, in isolation, featuring short, long, and r-controlled vowels and tricky spellings. **[RF.2.3a,c,e,f]**

**Writing**

Students will use an editing checklist to review what they have written, and will complete their reports on the national anthem. **[W.2.2; W.2.5]**

**FORMATIVE ASSESSMENT**

Activity Page 35.3

Writing Rubric for the War of 1812 Report  
**[W.2.2]**

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Word Reading in Isolation Assessment	Individual	30 min.	☐ Activity Pages 33.3, 35.1, 35.2
<b>Writing</b>			
Edit a Report and Write a Final Copy for Publication	Whole Group/ Independent	30 min.	☐ Activity Pages 29.2, 33.4, 33.5, 35.3
<b>Take-Home Material</b>			
Final Report; “Our National Anthem”; “Making Sense of the National Anthem”			☐ Activity Pages 35.4, 35.5

## ADVANCE PREPARATION

### Note to Teacher

Students who completed the optional Fluency Assessment should also complete the Word Reading in Isolation Assessment. The Word Reading in Isolation Assessment is designed to assess a student's ability to read words containing the spellings that were taught and reviewed in Grade 2. The emphasis in this assessment is solely on decoding accuracy.

It would be ideal to assess all students using the Word Reading in Isolation Assessment, but if there is a time restriction, assess only students who scored less than 80 W.C.P.M. on the Fluency Assessment.

Keep in mind that a single word will target multiple letter-sound correspondences. For example, the word *phone* assesses the 'ph' spelling for /f/, the 'o\_e' spelling for /oe/, and the 'n' spelling for /n/.

In addition, this writing lesson is a continuation of the writing lesson in the previous lesson. Have students continue editing their reports and then begin their final drafts for publication. Students should have a final report by the end of Lesson 26.

### Foundational Skills

- Prepare a copy of the Word Reading in Isolation Analysis Record located in Teacher Resources. You will complete this to further analyze any errors made by the student, so you will need one copy for each student.
- Plan for independent activities students can complete while you administer the Word Reading in Isolation Assessment to individual students. This may include rereading chapters in *The War of 1812* Reader, completing Pausing Point activity pages, or engaging in other independent activities you have identified as appropriate.

### Writing

- Have students' copies of Activity Pages 29.2, 33.4, and 33.5 ready to hand out to them.

### ➤ Digital Component 34.1

- Prepare to display the references example chart you created for Lesson 35, or use the digital version (Digital Component 34.1).

## Lesson 35: End-of-Year Assessment

## Foundational Skills



**Primary Focus:** Students will read one-, two-, and three-syllable words, in isolation, featuring short, long, and r-controlled vowels and tricky spellings.

[RF.2.3a, c, e, f]

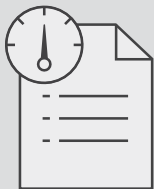
**WORD READING IN ISOLATION ASSESSMENT****Administration**

- Have one student at a time come to a quiet assessment area to read the Word Reading in Isolation Assessment with you. The student should bring Activity Pages 35.1 and 35.2 with him or her. Collect Activity Page 35.2 from the student before beginning the assessment.
- Place the Word Reading in Isolation Assessment (Activity Page 35.1) in front of the student, and ask him or her to read aloud the words on the sheet.
- If a student misreads a word, circle the part of the word that the student gets wrong or fails to read on Activity Page 35.2. Do not coach or correct the student. If the student is unable to read a word in five seconds, ask the student to move to the next word. If the student says a different word, write down the word he or she says. If the student self-corrects, do not mark the word wrong.

**Scoring and Analysis**

- Guidelines for analyzing student scores on the optional Word Reading in Isolation Assessment are found in Teacher Resources.
- After you have entered all student scores onto Activity Page 35.2 (Word Reading in Isolation Assessment Scoring Sheet), record them on the Activity Page 33.3 (Grade 2 CKLA End-of-Year Summary) for each student. It is strongly recommended that you further analyze the errors of any student with a poor performance using the Word Reading in Isolation Analysis Record. This will be important information that should be passed on to the student's teacher next year.

Activity Pages  
33.3, 35.1, 35.2



## Lesson 35: Final Draft of Report

# Writing



**Primary Focus:** Students will use an editing checklist to review what they have written, and will complete their reports on the national anthem. [W.2.2; W.2.5]

### EDIT A REPORT AND WRITE A FINAL COPY FOR PUBLICATION

#### > Digital Component 29.2

- Have student partners continue using Activity Page 29.2 to complete the editing of Activity Pages 33.4 and 33.5. Those students who have completed the report may reread chapters in *The War of 1812* or complete assigned Pausing Point activity pages.
- As you have time between assessments, briefly review students' checklists and paragraphs to identify any glaring errors or omissions. When you have reviewed these materials, return the drafts to students so they can rewrite the report for final publication.

Activity Pages  
29.2, 33.4, 33.5



#### Activity Page 35.3: Writing Rubric for the War of 1812 Report

When students have completed their final report, collect Activity Page 35.3 and use the rubric to evaluate each student's work. As time permits, set aside a few minutes to meet with each student individually and provide feedback on the report.

Activity Page 35.3



- While students are waiting for the return of their drafts, have them draw one or two appropriate illustration(s) for their report.
- If time permits, allow students to share their reports with the class. They may especially enjoy talking about their illustrations. Remind them that Mr. Mowse is probably listening to find out the answers to the questions.



# Take-Home Material

## FINAL REPORT; “OUR NATIONAL ANTHEM”; “MAKING SENSE OF OUR NATIONAL ANTHEM”

Activity Pages  
35.4, 35.5



- When students have finished their final report, have them take it home to share with a family member. Have students take home Activity Pages 35.4 and 35.5 to read to a family member.

## END-OF-YEAR ASSESSMENT

# Fluency and Word Reading in Isolation

**PRIMARY FOCUS OF LESSON****Reading**

Students will read “The Young Mouse” aloud with appropriate accuracy, rate, and expression, and will answer literal and inferential questions about key details in the text. [RF.2.4c; RL.2.1; RL.2.10]

**Foundational Skills**

Students will read one-, two-, and three-syllable words featuring short, long, and r-controlled vowels and tricky spellings in isolation. [RF.2.3a,c,e,f]

**Writing**

Students will use an editing checklist to review what they have written, and will complete their reports on the national anthem. [W.2.2; W.2.5]

**FORMATIVE ASSESSMENT**

Activity Page 35.3

Writing Rubric for the War of 1812 Report  
[W.2.2]

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Reading</b>			
Fluency Assessment	Individual	15 min.	<input type="checkbox"/> Activity Pages 33.1, 33.3, 34.1 <input type="checkbox"/> stopwatch or clock
<b>Foundational Skills</b>			
Word Reading in Isolation Assessment	Individual	15 min.	<input type="checkbox"/> Activity Pages 33.3, 35.1, 35.2
<b>Writing</b>			
Edit a Report and Write a Final Copy for Publication	Whole Group/ Independent	30 min.	<input type="checkbox"/> Activity Pages 29.2, 33.4, 33.5, 35.3
<b>Take-Home Material</b>			
Final Report			

## ADVANCE PREPARATION

### Note to Teacher

This is the last day for the End-of-Year Assessment. Please be sure you have assessed all students on Silent Reading Comprehension, and students who you identified as needing to be assessed on the Fluency Assessment and Word Reading in Isolation Assessment.

### Reading

- Prepare a copy of “The Young Mouse” found in Teacher Resources for students to read aloud to you.
- Plan for independent activities students can complete while you administer the Fluency Assessment to individual students. This may include rereading chapters in *The War of 1812* Reader, completing Pausing Point activity pages, or engaging in other independent activities you have identified as appropriate.

### Foundational Skills

- Prepare a copy of the Word Reading in Isolation Analysis Record located in Teacher Resources. You will complete this to further analyze any errors made by the student, so you will need one copy for each student.
- Plan for independent activities students can complete while you administer the Word Reading in Isolation Assessment to individual students. This may include rereading chapters in *The War of 1812* Reader, completing Pausing Point activity pages, or engaging in other independent activities you have identified as appropriate.

### Writing

- Have students’ copies of Activity Pages 29.2, 33.4, and 33.5 ready to hand out to them.

### ➤ Digital Component 34.1

- Prepare to display the references example chart you created for Lesson 33, or use the digital version (Digital Component 34.1).

## Lesson 36: End-of-Year Assessment

## Reading



**Primary Focus:** Students will read “The Young Mouse” aloud with appropriate accuracy, rate, and expression, and will answer literal and inferential questions about key details in the text. [RF.2.4c; RL.2.1; RL.2.10]

## FLUENCY ASSESSMENT

- Continue administering the optional Fluency Assessment to students who missed two or more questions on the Silent Reading Comprehension Assessment. Follow the guidelines for administration and scoring outlined in Lesson 34.

Activity Pages  
33.1, 33.3, 34.1



## Lesson 36: End-of-Year Assessment

## Foundational Skills



**Primary Focus:** Students will read one-, two-, and three-syllable words featuring short, long, and r-controlled vowels and tricky spellings in isolation. [RF.2.3a,c,e,f]

## WORD READING IN ISOLATION ASSESSMENT

- Continue administering the optional Word Reading in Isolation Assessment to students who missed two or more questions on the Silent Reading Comprehension Assessment. Follow the guidelines for administration and scoring outlined in Lesson 35.

Activity Pages  
33.3, 35.1, 35.2



## Lesson 36: Final Draft of Report

# Writing



**Primary Focus:** Students will use an editing checklist to review what they have written, and will complete their reports on the national anthem. **[W.2.2; W.2.5]**

### EDIT A REPORT AND WRITE A FINAL COPY FOR PUBLICATION

- Have student partners continue using Activity Page 29.2 to complete the editing of Activity Pages 33.4 and 33.5. Those students who have completed the report may reread chapters in *The War of 1812* or complete assigned Pausing Point activity pages.
- As you have time between assessments, briefly review students' checklists and paragraphs to identify any glaring errors or omissions. When you have reviewed these materials, return the drafts to students so they can rewrite the report for final publication.

Activity Pages  
29.2, 33.4, 33.5



### Activity Page 35.3: Writing Rubric for the War of 1812 Report

When students have completed their final report, use the rubric on Activity Page 35.3 to evaluate each student's work. As time permits, set aside a few minutes to meet with each student individually and provide feedback on the report.

Activity Page 35.3



- While students are waiting for the return of their drafts, have them draw one or two appropriate illustration(s) for their report.
- If time permits, allow students to share their reports with the class. They may especially enjoy talking about their illustrations. Remind students that Mr. Mowse is probably listening to find out the answers to the questions.

# Take-Home Material

## FINAL REPORT

- When students have finished their final report, have them take it home to share with a family member.

# Pausing Point

This is the end of Unit 6. You should pause here and spend additional time reviewing the material taught in Unit 6 as needed. Students can do any combination of exercises listed below, in any order. The exercises are listed by unit objectives. Exercises that were part of the lessons are listed here only by name with references to their respective lessons. All other exercises have full descriptions. You may find that different students need extra practice with different objectives. It can be helpful to have students focus on specific exercises in small groups.

In addition, an optional partner reading lesson for Chapter 13, “Dolley Madison,” is included here.

## PAUSING POINT TOPIC GUIDE

### Spelling Alternative /f/ > ‘ph’

Fill in the Blank	Page 373
Practice /f/ > ‘ph’	Page 373
Word Sort	Additional Support Lesson 1
Moon Shot	Additional Support Lesson 1
Practice /f/ > ‘ph’	Additional Support Lesson 2
Swim to Finish	Additional Support Lesson 2
Practice Sentences	Additional Support Lesson 5
Crazy Eights	Additional Support Lesson 5

### Tricky Spelling ‘ea’

‘ea’ > /ee/ or /e/?	Page 374
Word Block	Additional Support Lesson 3
Practice Sentences	Additional Support Lesson 4
Race to the Top	Additional Support Lesson 4
Circle the Spelling	Additional Support Lesson 6

### R-Controlled Vowels

Fill in the Blank	Page 374
Over the Rainbow	Additional Support Lesson 6
Find the Words	Additional Support Lesson 8
Checkers	Additional Support Lesson 8
Race Against the Clock	Additional Support Lessons 10, 17



### Tricky Spelling 'ch'

'ch' > /ch/ or /k/?	Page 374
Word Sort	Additional Support Lesson 11
Roll, Flip, Read	Additional Support Lesson 11

### Tricky Spelling 'i'

'i' Crossword Puzzle	Page 375
Sort by Sound of 'i'	Additional Support Lesson 13
Read the Sentences	Additional Support Lesson 14
Word Block	Additional Support Lesson 14
Match Maker	Additional Support Lesson 16
Circle the Spelling	Additional Support Lesson 22

### Tricky Spelling 'a'

Word Sort	Additional Support Lesson 28
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### Spelling Alternatives /o/ > 'a' and 'wa' and /aw/ > 'al'

Fill in the Blank	Page 375
Word Sort	Additional Support Lesson 25
Mixed Review	Additional Support Lesson 26

### More Help with /ə/ Spellings

Practice /ə/ /l/ > 'ul, 'al, and 'il'	Additional Support Lesson 19
Practice /sh/ /ə/ /n/ > 'tion'	Additional Support Lesson 19

### Weekly Spelling Words

Spelling Crossword Puzzles	Page 375
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### More Help with Grammar

Verbs and Adverbs	Page 376
More Help with Adverbs	Additional Support Lesson 7
Adverb Chart	Additional Support Lesson 9
Charades	Additional Support Lesson 9
Make a Movie	Additional Support Lesson 12
Word Cards	Additional Support Lesson 12
Plural Nouns	Additional Support Lesson 24

### Sentences

Complete or Incomplete Sentence?	Page 376
Run-On Sentences	Page 376
Use Images	Additional Support Lesson 10

Write About It	Additional Support Lesson 17
Create Sentences	Additional Support Lesson 18
Complete vs. Incomplete Sentences	Additional Support Lesson 24

## Paragraphs

Write Paragraphs	Page 377
Write a Paragraph	Page 377
Create Paragraphs	Additional Support Lesson 23

## More Help with Reading

Decodable Words	Additional Support Lessons 1, 3, 8, 11, 13
Sentences and Phrases	Additional Support Lessons 1, 3, 8, 11, 13
Wiggle Cards	Additional Support Lessons 1, 3, 8, 11, 13
Decodable Homophones	Additional Support Lessons 3, 8
Chain	Additional Support Lesson 3

## More Help with Alphabetizing

Race to the Top	Additional Support Lesson 15
Alphabetize Words	Additional Support Lessons 20, 21, 23

## The War of 1812

Other Resources on the War of 1812	Page 377
“Dolley Madison”	Page 377

## SPELLING ALTERNATIVE /f/ > ‘PH’

### Fill in the Blank

- Have students turn to Activity Page PP.1.
- Read aloud the words in the box as a group.
- Then, have one student read aloud the first sentence and select which word best fits in the blank. Have students write the correct word in the blank.
- You may wish to complete the activity page as a teacher-guided activity, or have students complete it with a partner.
- When students have finished, review the correct answers.

### Practice /f/ > ‘ph’

- Have students turn to Activity Page PP.2.

Activity Pages  
PP.1, PP.2



### Activity Page PP.3



- You may wish to identify where in the word the 'ph' spelling appears. You may also wish to provide either the beginning, medial, or sound of the word.
- Have students circle the letters you identified or provided first. Then have students circle the remaining letters of the word.
- Have students write the correct word in the blank.
- Complete the rest of the activity page in the same manner.

### TRICKY SPELLING 'EA'

#### 'ea' > /ee/ or /e/?

- Have students turn to Activity Page PP.3.
- Read aloud the words in the box as a group.
- Then have students identify which sound the letters 'ea' make in each word. Have them write the words in the appropriate column on the activity page.
- After all words have been sorted, read aloud the words in each column.

### R-CONTROLLED VOWELS

#### Fill in the Blank

- Have students turn to Activity Page PP.4.
- Read aloud the words in the box as a group.
- Then have students read each sentence and fill in the blanks with the letters for the appropriate word in each sentence.
- When students have filled in all the blanks, have them go back to determine what the secret message is by writing the letters from the corresponding number blanks in the secret message blanks.

### Activity Page PP.4



### TRICKY SPELLING 'CH'

#### 'ch' > /ch/ or /k/?

- Have students turn to Activity Page PP.5.
- Read aloud the words in the box as a group.
- Then have students identify which sound the letters 'ch' make in each word. Have them write the words in the appropriate column on the activity page.
- After all words have been sorted, read aloud the words in each column.

### Activity Page PP.5



## TRICKY SPELLING 'I'

### 'I' Crossword Puzzle

- Have students turn to Activity Page PP.6. Read aloud the words in the box as a group.
- Explain how to complete a crossword puzzle.
  - Read the clues for items in the "Across" section.
  - Write the word that answers each clue in the appropriate boxes going across. The first letter of the word goes in the box with the number for that clue. One letter goes in each box thereafter to finish writing the word.
  - Follow the same procedure for the words in the "Down" section.

## SPELLING ALTERNATIVES /O/ › 'A' AND 'WA' AND /AW/ › 'AL'

### Fill in the Blank

- Use the following directions for each activity page.
  - Have students turn to the activity page.
  - Read aloud the words in the box as a group.
  - Then, have one student read aloud the first sentence and select which word best fits in the blank. Have students write the correct word in the blank.
  - Complete the rest of the activity page either as a teacher-guided activity, or have students complete it independently.
- Activity Page PP.7: /o/ › 'a' and 'wa'
- Activity Page PP.8: /o/ › 'a' and 'wa', /aw/ › 'al'

## WEEKLY SPELLING WORDS

### Spelling Crossword Puzzles

- Use the following directions for each activity page.
  - Have students turn to the activity page.
  - Read aloud the words in the box as a group.
  - Read the clues for items in the "Across" section.
  - Write the word that answers each clue in the appropriate boxes going across. The first letter of the word goes in the box with the number for that clue. One letter goes in each box thereafter to finish writing the word.

### Activity Page PP.6



### Activity Pages PP.7, PP.8



### Activity Pages PP.9–PP.14



- Follow the same procedure for the words in the “Down” section.
- Activity Page PP.9: Spelling Words Lessons 1–5
- Activity Page PP.10: Spelling Words Lessons 6–10
- Activity Page PP.11: Spelling Words Lesson 11–15
- Activity Page PP.12: Spelling Words Lessons 16–20
- Activity Page PP.13: Spelling Words Lessons 21–25
- Activity Page PP.14: Spelling Words Lessons 26–30

## MORE HELP WITH GRAMMAR

### Verbs and Adverbs

- Have students turn to Activity Page PP.15.
- Read aloud the directions.
- Complete the first item together.
  - wiggly line under *ran*; triangle around *quickly*; write *quickly* on the line
- Have students complete the rest of the activity page independently.

## SENTENCES

### Complete or Incomplete Sentence?

- Have students turn to Activity Page PP.16. Read aloud the directions.
- Have one student read aloud the first sentence and determine whether it is a complete or incomplete sentence. Have students circle the correct answer. Ask students if punctuation needs to be added.
- Have another student read aloud the second sentence and determine whether it is a complete or incomplete sentence. Have students circle the correct answer. Have students add appropriate punctuation.
- Have students complete the rest of the activity page in pairs or independently.

### Run-On Sentences

- Have students turn to Activity Page PP.17. Read aloud the directions.
- Have one student read aloud the first sentence.
- Ask students for suggestions for how to rewrite it as two separate sentences.

Activity Page PP.15



Activity Pages  
PP.16, PP.17



Record their suggestions on the board/chart paper.

- Then have students rewrite the sentence in an appropriate manner.
- Continue in the same manner for the second sentence. Have students complete the remaining sentences in pairs or independently.

## PARAGRAPHS

### Write Paragraphs

- Have students turn to Activity Page PP.18. Read aloud the directions.
- Call on different students to read each sentence and determine if it relates to playing outside. Have students underline those sentences.
- Then guide students in writing numbers by those sentences in an appropriate sequential order for a paragraph about playing outside.
- Then have students write those sentences in the order identified in a paragraph on the back on the activity page.
- Follow the same procedure for the remaining sentences, except have students draw squiggly lines under the sentences that relate to playing inside.

### Write a Paragraph

- Have students turn to Activity Page PP.19. Read aloud the directions.
- Have students work independently to write a paragraph about what he/she likes about summer and a paragraph about what he/she likes about winter.
- If needed, have students work in pairs to write the paragraphs.
- When students have finished writing, have them share their paragraphs and compare and contrast reasons they included for liking each season.

## THE WAR OF 1812

### Other Resources on the War of 1812

- See the Recommended Resources list in the digital components for this unit for a list of online resources and trade books appropriate for Grade 2 students.

### “Dolley Madison” (30 min.)

### Introduce the Chapter (10 min.)

- Tell students they will read the final chapter in the Reader with a partner.

### Activity Page PP.18



### Activity Page PP.19



### Reader



- Have students briefly discuss what they learned about Dolley Madison from reading *The War of 1812*.
- Pair students, and ask them to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

### Preview Core 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 “Dolley Madison” is listed after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.

### ➤ Digital Component 15.1

- Have students use the digital dictionary and digital glossary to look up vocabulary words as you preview them.

**meeting hall—n.**, an indoor space where many people can gather (meeting halls) (114)

**upbringing—n.**, the way a child is raised (114)

**widow—n.**, a woman whose husband has passed away (116)

**charming—adj.**, pleasing or delightful (116)

**hostess—n.**, a woman who entertains guests at an event (118)

**diplomat—n.**, a person who represents his or her country (diplomats) (118)

**distant—adj.**, far away (118)

**Vocabulary Chart for “Dolley Madison”**

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	meeting hall diplomat	upbringing widow charming hostess	
Multiple-Meaning Core Vocabulary Words		distant	
Sayings and Phrases			

- Assist students in decoding these words in the following way:
  - Write the vocabulary word on the board/chart paper.
  - 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 sound/spelling.

**Note:** Here are the vocabulary words divided into syllables for your convenience, with any usual letter-sound correspondences also noted:

1. meet | ing hall
2. up | bring | ing
3. wid | ow
4. charm | ing
5. host | ess
6. dip | lo | mat
7. dis | tant

### Read “Dolley Madison” (20 min.)

- 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.
- Have partners take turns reading aloud as you circulate throughout the room.
- When students have finished reading, have them share comments about the chapter.

### Wrap-Up

- Have students turn to Activity Page PP.20 and complete it with their partner.
- When students have finished, go over the activity page as a class.

Activity Page PP.20







# Teacher Resources

Grade 2	Skills 6
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# Teacher Resources

Discussion Questions Observation Record—Unit 6

Anecdotal Reading Record—Unit 6

Glossary for *The War of 1812*

Lesson 5: Spelling Analysis Directions

Lesson 5: Analysis of Student Errors

Lesson 10: Spelling Analysis Directions

Lesson 10: Analysis of Student Errors

Lesson 15: Spelling Analysis Directions

Lesson 15: Analysis of Student Errors

Lesson 20: Spelling Analysis Directions

Lesson 20: Analysis of Student Errors

Lesson 25: Spelling Analysis Directions

Lesson 25: Analysis of Student Errors

*The War of 1812* Unit Assessment Analysis

Lesson 30: Spelling Analysis Directions

Lesson 30: Analysis of Student Errors

Fluency Assessment Text

Word Reading in Isolation Assessment Scoring and Analysis

Word Reading in Isolation Analysis Record

Additional Support Activity Pages

Activity Book Answer Key

Appendix: Using Chunking to Decode Multisyllable Words

## DISCUSSION QUESTIONS OBSERVATION RECORD—UNIT 6

CS✓ - Answered in a complete sentence

L✓ - Answered a literal question correctly

I ✓ - Answered an inferential question correctly

✓ - Answered an evaluative question correctly

CS\* - Did not answer in a complete sentence

Lx - Answered a literal question incorrectly

!x - Answered an inferential question incorrectly

E<sub>x</sub> - Answered an evaluative question incorrectly

[illegible]

## ANECDOTAL READING RECORD—UNIT 6

**Name:**

Lesson:

Lesson:

Lesson:

Lesson:

Lesson:

# Glossary for *The War of 1812*

## A

---

**anthem**—an important song

**army**—a group of soldiers trained to fight on land

## B

---

**branch**—one of three major parts of the government

**British**—people who are from Great Britain

## C

---

**Capitol**—the building in Washington, D.C., where Congress meets

**charge**—to rush into (**charged**)

**charming**—pleasing or delightful

**commander**—a high-ranking officer in the military

## D

---

**declare war**—to officially say that one country will start a war with another country  
(**declaring war**)

**defeat**—loss in a contest or battle

**diplomat**—a person who represents his or her country (**diplomats**)

**distant**—far away

**document**—an official or important paper

**drape**—curtain (**drapes**)

## F

---

**flee**—to run away from danger

**fort**—a large building constructed to survive enemy attacks (**forts**)

## G

---

**gallantly**—impressively

**general**—a high-ranking officer in the military

## H

---

**hail**—to greet or see (**hailed**)

**harbor**—an area of calm, deep water near land, where ships can safely put down their anchors

**heavy blow**—a difficult loss to deal with

**hickory**—a tree with very hard wood

**hostess**—a woman who entertains guests at an event

## I

---

**impressment**—the state of being forced to serve in the British Navy (**impressed**)

**inspired**—wanting to do something

## K

---

**knotty**—having many dark marks on wood where branches once grew

## M

---

**mast**—the tall pole on a ship to which the sails are attached (**masts**)

**meeting hall**—an indoor space where many people can gather (**meeting halls**)

**merchant**—a person who sells things (**merchants**)

**monarchy**—a government ruled by a king or queen (**monarchies**)

**mortar**—a type of cannon (**mortars**)

**mouth**—the place where a river enters the ocean

## N

---

**national**—relating to a nation or country

**navy**—a group of soldiers trained to fight battles at sea on board ships

**niece**—the daughter of your brother or sister (**nieces**)

## O

---

**open fire**—to shoot a weapon in order to start a fight or battle (**opened fire**)

**oppose**—to be against something (**opposed**)

**orphan**—a child whose parents are no longer alive

## P

---

**panic**—to suddenly become very scared (**panicked**)

**patriotic**—having or showing support and love for your country

**peace**—a state of no war or fighting

**perilous**—dangerous

**pile up**—to collect (**piled up**)

**pitch in**—to help with (**pitched in**)

**plank**—a long, thick board (**planks**)

**port**—a place on the water near land, where ships load and unload cargo

**proof**—something showing that something else is true or correct



## R

---

**ragtag**—disorganized and made up of many different types

**rampart**—the wall of a fort (**ramparts**)

**ransack**—to search in order to steal and cause damage (**ransacked**)

**rocket**—a type of missile (**rockets**)

## S

---

**salute**—to show respect (**saluting**)

**soot**—the black powder left behind when something burns

**state dinner**—a special dinner hosted by the president of the United States for important people (**state dinners**)

**stitching**—sewing (**stitched**)

**streak**—to move quickly (**streaking**)

**string**—a series

**support the troops**—to provide encouragement and sometimes food and supplies to soldiers

**Supreme Court**—the highest court of law in the United States

## T

---

**toast**—to raise a glass and drink in honor of someone or something (**toasted**)

**torch**—a piece of wood that burns at one end (**torches**)

**trader**—someone who exchanges something to get something in return (**traders, traded, trading, trade**)

**treaty**—a formal agreement between countries

**trunk**—a large box or crate used to carry things

## U

---

**upbringing**—the way a child is raised

**U.S. Congress**—the people elected to make laws for the United States

## W

---

**widow**—a woman whose husband has passed away



## LESSON 5: SPELLING ANALYSIS DIRECTIONS

Write students' names in the column provided. The words on today's spelling assessment include spelling alternatives for /n/, /r/, /w/, /j/, and /f/. Place an X in the column of any word that the student did not spell correctly. Examine errors for patterns using the information provided below. If a pattern is identified, speak with the student and ask him or her to explain his or her thinking to you. This may help you understand the student's confusion and allow you to clear up the misunderstanding. You may also use the *Assessment and Remediation Guide* to address errors with today's spelling words.

### Numbers 1, 3, 5, 9, 12

**What an error in these words means:** These words include spelling alternatives for /f/: 'f', 'ff', and 'ph'. These students did not use the correct spelling for /f/.

**What you should do:** Please refer to Section VII of the *Assessment and Remediation Guide* for additional activities. Practice identifying and writing words that use spelling alternatives for /f/ will increase students' comfort levels with choosing the correct spelling for /f/ in words.

### Numbers 2, 4, 6, 7

**What an error in these words means:** These words include spelling alternatives for /n/: 'n' and 'kn'. These students did not use the correct spelling for /n/.

**What you should do:** Please refer to Section II of the *Assessment and Remediation Guide* for additional activities. Practice with identifying and writing words that use spelling alternatives for /n/ will increase students' comfort levels with choosing the correct spelling for /n/ in words.

### Numbers 8, 10

**What an error in these words means:** These words include spelling alternatives for /r/: 'r', and 'wr'. These students did not use the correct spelling for /r/.

**What you should do:** Please refer to Section II of the *Assessment and Remediation Guide* for additional activities. Practice identifying and writing words that use spelling alternatives for /r/ will increase students' comfort levels with choosing the correct spelling for /r/ in words.

### Numbers 11, 13, 15, 17, 19

**What an error in these words means:** These words include spelling alternatives for /j/: 'j' and 'g'. These students did not use the correct spelling for /j/.

**What you should do:** Please refer to Section II of the *Assessment and Remediation Guide* for additional activities. Practice identifying and writing words that use spelling alternatives for /j/ will increase students' comfort levels with choosing the correct spelling for /j/ in words.

## Numbers 14, 16, 18

**What an error in these words means:** These words include spelling alternatives for /w/: 'w' and 'wh'. These students did not use the correct spelling for /w/.

**What you should do:** Please refer Section II of the Assessment and Remediation Guide for additional activities. Practice identifying and writing words that use spelling alternatives for /w/ will increase students' comfort levels with choosing the correct spelling for /w/ in words.

## Tricky Word

**What an error in this word means:** The word *Britain* is a Tricky Word. Tricky Words do not follow the rules for encoding that students have learned thus far.

**What you should do:** For now, students should memorize how to spell these Tricky Words. Additional practice reading and writing Tricky Words can be found in the Pausing Point and the *Assessment and Remediation Guide*.

## Alphabetizing

Students may have made errors in alphabetizing the words on the back of the activity page. Make a note of these students and any error patterns. Additional instruction will be given with this skill as the unit progresses.

Tricky Word: Britain																				
19. jungle																				
18. western																				
17. jolly																				
16. window																				
15. ginger																				
14. whistle																				
13. gentle																				
12. ferret																				
11. margin																				
10. ripple																				
9. photo																				
8. wrinkle																				
7. dolphin																				
6. kneel																				
5. graph																				
4. night																				
3. finish																				
2. noise																				
1. traffic																				
Student Name																				

## LESSON 10: SPELLING ANALYSIS DIRECTIONS

Write students' names in the column provided. The words on today's spelling assessment include r-controlled vowel spellings for /er/, /or/, and /ar/; some words include two different r-controlled vowels. Place an X in the column of any word that the student did not spell correctly. Examine errors for patterns using the information provided below. If a pattern is identified, speak with the student and ask him or her to explain his or her thinking to you. This may help you understand the student's confusion and allow you to clear up the misunderstanding. You may also use the *Assessment and Remediation Guide* to address errors with today's spelling words.

### Numbers 1, 2, 4, 5, 9, 12, 17, 19

**What an error in these words means:** These words include the r-controlled vowel /er/ > 'er'. These students did not use the correct spelling for /er/.

**What you should do:** Please refer to Section III of the *Assessment and Remediation Guide* for additional activities. Practice identifying and writing words that use the 'er' spelling for /er/ will increase students' comfort levels with choosing the correct spelling for /er/ in words.

### Numbers 1, 4, 10

**What an error in these words means:** These words include the r-controlled vowel /or/ > 'or'. These students did not use the correct spelling for /or/.

**What you should do:** Please refer to Section III of the *Assessment and Remediation Guide* for additional activities. Practice identifying and writing words that use the 'or' spelling for /or/ will increase students' comfort levels with choosing the correct spelling for /or/ in words.

### Numbers 3, 15, 16, 18

**What an error in these words means:** These words include the r-controlled vowel /er/ > 'ir'. These students did not use the correct spelling for /er/.

**What you should do:** Please refer to Section V of the *Assessment and Remediation Guide* for additional activities. Practice identifying and writing words that use the 'ir' spelling for /er/ will increase students' comfort levels with choosing the correct spelling for /er/ in words.

### Numbers 6, 13, 14, 17

**What an error in these words means:** These words include the r-controlled vowel /ar/ > 'ar'. These students did not use the correct spelling for /ar/.

**What you should do:** Please refer to Section III of the *Assessment and Remediation Guide* for additional activities. Practice identifying and writing words that use /ar/ will increase students' comfort levels with choosing the correct spelling for /ar/ in words.

## Numbers 7, 8, 11, 19

**What an error in these words means:** These words include the r-controlled vowel /er/ > 'ur'. These students did not use the correct spelling for /er/.

**What you should do:** Please refer to Section V of the Assessment and Remediation Guide for additional activities. Practice identifying and writing words that use the 'ur' spelling for /er/ will increase students' comfort levels with choosing the correct spelling for /er/ in words.

## Tricky Word

**What an error in this word means:** The word *war* is a Tricky Word. Tricky Words do not follow the rules for encoding that students have learned thus far.

**What you should do:** For now, students should memorize how to spell these Tricky Words. Additional practice reading and writing Tricky Words can be found in the *Assessment and Remediation Guide*.

## Alphabetizing

Students may have made errors in alphabetizing the words on the back of the activity page. Make a note of these students and any error patterns. Additional instruction will be given with this skill as the unit progresses.



Tricky Word: war																			
19. hamburger																			
18. swirling																			
17. marker																			
16. birthday																			
15. thirteen																			
14. safari																			
13. ramparts																			
12. difference																			
11. turtle																			
10. organize																			
9. camera																			
8. furnace																			
7. burden																			
6. parcel																			
5. barber																			
4. informer																			
3. chirping																			
2. after																			
1. perform																			
Student Name																			

## LESSON 15: SPELLING ANALYSIS DIRECTIONS

Write students' names in the column provided. The words on today's spelling assessment include the endings *-ge*, *-dge*, and *-tion*. Place an X in the column of any word that the student did not spell correctly. Examine errors for patterns using the information provided below. If a pattern is identified, speak with the student and ask him or her to explain his or her thinking to you. This may help you understand the student's confusion and allow you to clear up the misunderstanding. You may also use the *Assessment and Remediation Guide* to address errors with today's spelling words.

### Numbers 1, 3, 4, 6, 9, 10, 12, 14, 16, 19

**What an error in these words means:** These words include the ending *-tion*. These students did not use the correct spelling for /shən/.

**What you should do:** Please refer to Section VI of the *Assessment and Remediation Guide* for additional activities. Practice identifying and writing words that have /shən/ > 'tion' will increase students' comfort levels with choosing the correct spelling for /sh/ + /ə/ + /n/ in words.

### Numbers 2, 5, 7, 8, 17, 18

**What an error in these words means:** These words include the ending *-ge*. These students did not use the correct spelling for /j/ at the end of words.

**What you should do:** Please refer to Section II of the *Assessment and Remediation Guide* for additional activities. Practice identifying and writing words that use the 'ge' spelling for /j/ will increase students' comfort levels with choosing the correct spelling for /j/ at the end of words.

### Numbers 11, 13, 15

**What an error in these words means:** These words include the ending *-dge*. These students did not use the correct spelling for /j/ at the end of words.

**What you should do:** Please refer to Section II of the *Assessment and Remediation Guide* for additional activities. Practice identifying and writing words that use the 'dge' spelling for /j/ will increase students' comfort levels with choosing the correct spelling for /j/ at the end of words.

### Tricky Word

**What an error in these words means:** The word *Europe* is a Tricky Word. Tricky Words do not follow the rules for encoding that students have learned thus far.

**What you should do:** For now, students should memorize how to spell these Tricky Words. Additional practice reading and writing Tricky Words can be found in the *Assessment and Remediation Guide*.

## **Alphabetizing**

Students may have made errors in alphabetizing the words on the back of the activity page. Make a note of these students and any error patterns. Additional instruction will be given with this skill as the unit progresses.

<b>Tricky Word:</b> Europe																			
	19. direction																		
	18. change																		
	17. large																		
	16. action																		
	15. judge																		
	14. option																		
	13. nudge																		
	12. addition																		
	11. fudge																		
	10. fraction																		
	9. stations																		
	8. range																		
	7. huge																		
	6. attention																		
	5. cottage																		
	4. nation																		
	3. locomotion																		
	2. revenge																		
	1. caption																		
<b>Student Name</b>																			

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## LESSON 20: SPELLING ANALYSIS DIRECTIONS

- The most likely error may be one of incorrectly alphabetizing the words on the back of the spelling activity page. Additional instruction will be given with this skill as the unit progresses.
- Students may also make the mistake of not capitalizing the proper nouns.
- Although any of the above student-error scenarios may occur, you should still be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors that the student makes in the analysis chart. For example:
  - Is the student consistently making errors on specific vowels? Which ones?
  - Is the student consistently making errors on double consonants?
  - Is the student consistently making errors at the end of the words?
  - Is the student consistently making errors on particular beginning consonants?
  - Is the student consistently making errors on schwa spellings?

<b>Tricky Word: Ironsides</b>																			
19. British																			
18. cannon																			
17. death																			
16. Congress																			
15. battle																			
14. Dolley																			
13. merchants																			
12. march																			
11. president																			
10. monarchy																			
9. paved																			
8. support																			
7. Washington																			
6. impressment																			
5. hawks																			
4. troops																			
3. Madison																			
2. navy																			
1. painting																			
<b>Student Name</b>																			

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## LESSON 25: SPELLING ANALYSIS DIRECTIONS

- The most likely error may be one of incorrectly alphabetizing the words on the back of the spelling activity page. Additional instruction will be given with this skill as the unit progresses.
- Students may also make the mistake of not capitalizing the proper nouns.
- Although any of the above student-error scenarios may occur, you should still be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors that the student makes in the analysis chart. For example:
  - Is the student consistently making errors on specific vowels? Which ones?
  - Is the student consistently making errors on double consonants?
  - Is the student consistently making errors at the end of the words?
  - Is the student consistently making errors on particular beginning consonants?
  - Is the student consistently making errors on schwa spellings?

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## THE WAR OF 1812 UNIT ASSESSMENT ANALYSIS

- Use the following answer key to score the assessment.

1. B	7. D
2. D	8. C
3. C	9. A
4. B	10. C
5. C	11. C
6. C	12. *

- The assessment is worth 15 points.
  - Correct answers for items 1–11 are worth 1 point each.
  - Item 12 is worth 4 points: 1 point each for correctly selecting two adjectives to identify Francis Scott Key (2 points total) and 1 point each for providing at least one example justifying the adjective selected (2 points total).
- The following guidelines are offered as an analysis of student mastery of the domain knowledge presented in this unit.

Score	Domain Knowledge
11–15 points	good, excellent
9 or 10 points	fair
8 points or less	poor

- If time permits, you may wish to re-administer the assessment orally to any students who perform poorly to ascertain whether the poor performance truly represents lack of knowledge, or whether it may be indicative of difficulty in reading the assessment questions and answers.
- You may also find it interesting to analyze a student's performance according to the type of questions answered incorrectly.

<b>Literal Questions</b>	1, 2, 4, 5, 6, 7, 9, 10
<b>Inferential Questions</b>	3, 8, 11, 12

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## LESSON 30: SPELLING ANALYSIS DIRECTIONS

- The most likely error may be one of incorrectly alphabetizing the words on the back of the spelling activity page. Additional instruction will be given with this skill as the unit progresses.
- Students may also make the mistake of not capitalizing the proper nouns.
- Although any of the above student-error scenarios may occur, you should still be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors that the student makes in the analysis chart. For example:
  - Is the student consistently making errors on specific vowels? Which ones?
  - Is the student consistently making errors on double consonants?
  - Is the student consistently making errors at the end of the words?
  - Is the student consistently making errors on particular beginning consonants?
  - Is the student consistently making errors on schwa spellings?

Tricky Word: New Orleans																	
Student Name	19.	peace															
	18.	hickory															
	17.	river															
	16.	defend															
	15.	goods															
	14.	treaty															
	13.	highways															
	12.	streak															
	11.	knotty															
	10.	drains															
	9.	proud															
	8.	ragtag															
	7.	orphan															
	6.	fired															
	5.	soldiers															
	4.	traders															
	3.	mortar															
	2.	general															
	1.	Mississippi															

## The Young Mouse

Once upon a time there was a young mouse who had never left his mother's side. One day the young mouse went outside for a walk to explore. But it was not long until he came running back to his mother.

"Mother! Mother!" said the young mouse. "What a scare I have had! I was walking along when I saw two strange animals. One of them looked a lot like me. She had paws and a tail. She looked soft, and kind, and graceful.

But the other one was a scary monster! You should have seen him! He had just two legs and scratched at the ground with his claws. He kept beating his arms. He was ugly, too. He had no fur, just feathers, and he had big red flaps hanging from his head and neck. But what scared me the most was the awful sound he made. It sounded like cock-a-doodle-doo!"

The young mouse went on. “I wanted to say hello to the nice animal that looked like me. She was so lovely, and she looked so good and gentle. She had thick, glossy hair and a modest face. As she looked at me, she waved her fine, long tail and smiled. I think she was about to speak to me when the other animal let out his awful scream. I was so scared that I ran for my life. I didn’t even have time to smile back at the nice animal. It is such a shame. I would have liked to meet that lovely animal.”

“My son,” said the mother, “the animal that scared you was a rooster. He may look and sound scary, but he would never harm you. The other animal that you saw was a cat. She may look good and gentle, but she is no pal of ours. She would gladly eat you and your mice pals. In fact, she would have eaten you if you had not run away. So be thankful, my son, that you escaped with your life. Stay close to me and remember that things are not always what they seem to be.”

## WORD READING IN ISOLATION ASSESSMENT SCORING AND ANALYSIS

- The more words a student is able to read and the farther the student is able to progress in the assessment, the stronger is his or her preparation for Grade 3.
- The number of words read correctly indicates the following:
  - Students who score **48 or fewer words out of 70** correctly have **minimal preparation** for Grade 3.
  - Students who score **49–59 out of 70 words** correctly have **adequate preparation** for Grade 3
  - Students who score **60 out of 70 words** correctly have **outstanding preparation** for Grade 3.
- After scoring the assessment, you might find it helpful to determine which phonemes students missed that caused them to score below the benchmark for word recognition. Note that one-syllable words are not included in the syllabication analysis.

# WORD READING IN ISOLATION ANALYSIS RECORD

Score required to meet benchmark of 80%					
Phonemes					
Consonants					
/b/	/d/	/f/	/g/	/j/	135/168
/k/	/l/	/m/	/n/	/p/	
/r/	/s/	/t/	/v/	/w/	
/x/	/z/	/ch/	/sh/	/th/	
/ng/					
Vowels (totals)					92/115
/a/	/e/	/i/	/o/	/u/	20/25
/ae/	/ee/	/ie/	/oe/	/ue/	36/44
/ə/	/oo/	/oo/	/aw/	/ou/	20/25
/oi/	/er/	/or/			17/21
Syllabication					
Closed Syllable/short					13/16
Open Syllable/long					15/18
Magic E and Digraph Syllable					19/23
R-Controlled Syllable					9/11
ə Syllable					10/12

- The following tables are provided for your use in directing remediation.
- Write the names of students who missed questions under each header. This will help you determine what kind of remediation is needed.
- Refer to the table of contents in the *Assessment and Remediation Guide* to locate information about specific phonemes and syllabication for remediation purposes.

Phonemes—Consonants		
/b/ (2b, 3d, 4b, 4d, 5d, 7a, 8b, 9d, 9d, 10c, 12d, 12e)	/d/ (3e, 6c, 8a, 10a, 11c, 12a, 14d)	/f/ (1d, 5e, 6e, 7c, 8d, 10a, 12b)
/g/ (10e)	/j/ (6d, 7d)	/k/ (1b, 1e, 1e, 2a, 2b, 2c, 2c, 2d, 3d, 4d, 6a, 8bb, 9e, 10b, 10d, 13b, 13d, 14b)
/l/ (1c, 2a, 3b, 5d, 6b, 7c, 9a, 10b, 10c, 11b, 11e, 12b, 12e, 13c, 13d, 14c)	/m/ (3b, 3c, 5e, 7d, 8a, 8a, 11b, 11d, 13a, 13b, 14a)	/n/ (1a, 1c, 1d, 3c, 4a, 5b, 5c, 5e, 7a, 9a, 9c, 9e, 10c, 11a, 12d, 12d, 13a, 13d)
/p/ (7e, 7e, 9a, 11c, 12c, 13c, 13c, 13e, 13e)	/r/ (9c, 9e, 10a, 12a, 12b, 12c)	/s/ (2a, 4b, 5a, 5c, 6d, 6d, 6e, 7a, 7b, 8e, 9a, 9b, 9c, 11a, 11c, 14c)
/t/ 2b, 3a, 3b, 3d, 4b, 4c, 5a, 5b, 5c, 6b, 6c, 6e, 8c, 8e, 9e, 11b, 11d, 12c, 13e, 13e, 14e)	/v/ (9b, 12e)	/w/ (4c, 5a)
/x/ (12b, 14e)	/z/ (1e, 10e, 12d)	/ch/ (4a, 7b, 8c, 8d, 14d)
/sh/ (1b, 2d, 3c, 4e, 5c)	/th/ (2e, 6b, 13a, 14a)	/ng/ (12a)



Phonemes — Vowels		
/a/ (3d, 6b, 13c, 13e, 14e)	/e/ (3b, 5a, 6e, 8d, 9a, 10d, 12b)	/i/ (5e, 6d, 8e, 9c, 12a, 13d, 14a)
/o/ (4c)	/u/ (3c, 5c, 12d, 13a, 13b)	/ae/ (1b, 5c, 7e, 8a, 9d, 9e, 10a, 10b)
/ee/ (1a, 2c, 3c, 6b, 8c, 9d, 11b, 11d, 12b, 12c, 12d, 12e, 14b, 14e)	/ie/ (1c, 5b, 11c, 11d, 11e)	/oe/ (1d, 3a, 3c, 9e, 10c, 10d, 10e, 11a, 11b, 14c)
/ue/ (1e, 5b, 5e, 6a)	/ / (1e, 3b, 9a, 10a, 10c, 12e, 13c, 13d, 13e)	/oo/ (2a, 5d)
/oo/ (2b, 2c, 2d)	/aw/ (2e, 3a, 6c, 6d, 6e, 7c, 14c)	/ou/ (4d, 4e, 7a)
/oi/ (4d, 7b, 9b)	/er/ (2e, 3d, 3e, 4a, 4b, 4c, 4e, 5a, 6c, 7d, 7e, 8a, 11c, 14d)	/or/ (5e, 8b, 8c, 14d)

### Syllabication (two- or three-syllable words only)

Closed Syllables (3b, 3d, 4c, 5e, 6b, 6e, 8e, 9a, 10d, 12a, 12b, 12d, 13c, 13d, 13e, 14e)	Open Syllables (2c, 3a, 3c, 5b, 5c, 5e, 7e, 8e, 9d, 10c, 10d, 11c, 11d, 12a, 12b, 12c, 14c, 14e)	Magic E and Digraph Syllables (1e, 2c, 2e, 3a, 4d, 4e, 5a, 5b, 6b, 6c, 6d, 6e, 7c, 8a, 9e, 10a, 11b, 11d, 12c, 12d, 12e, 13e, 14c)
R-Controlled Syllables (2e, 3d, 4c, 4e, 5a, 5e, 6c, 7e, 8a, 11c, 14d)	Syllables (1e, 3b, 3c, 5c, 7c, 9a, 10a, 10c, 12e, 13c, 13d, 13e)	



# Additional Support Activity Pages

Grade 2	Skills 6
---------	----------

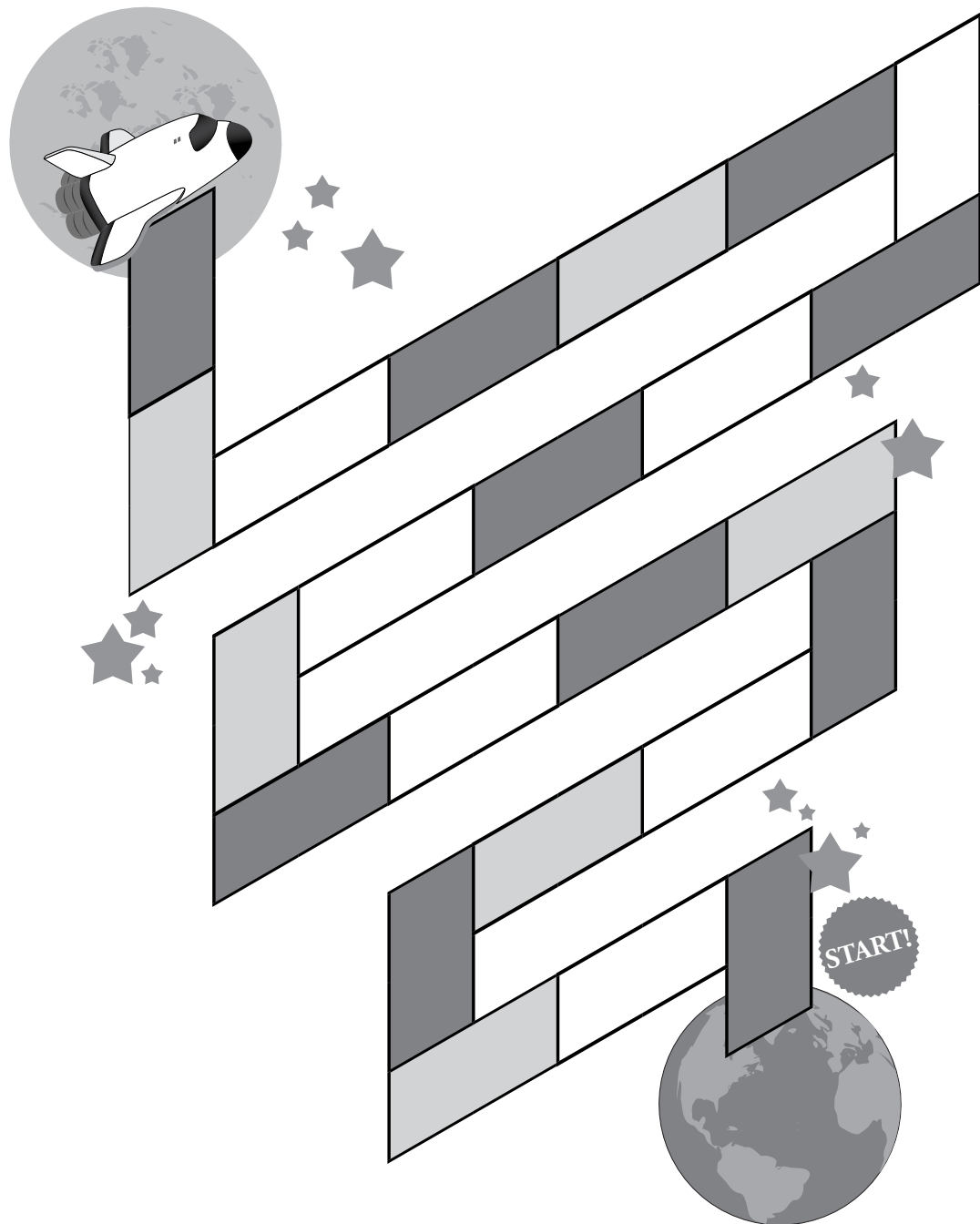
**Teacher Guide**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 1.1

Moon Shot



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 1.2

Moon Shot Word Cards

Directions: Copy the template and cut out the cards.



name



knock



next



knot



wren



rest



write



read



what



went

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 1.2

CONTINUED

Moon Shot Word Cards



when



wished



gasket



jumped



green



jogs



fastest



stuffed



phone



dolphin

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 1.3

Moon Shot Good to Go Cards

Directions: Copy the template and cut out the cards.





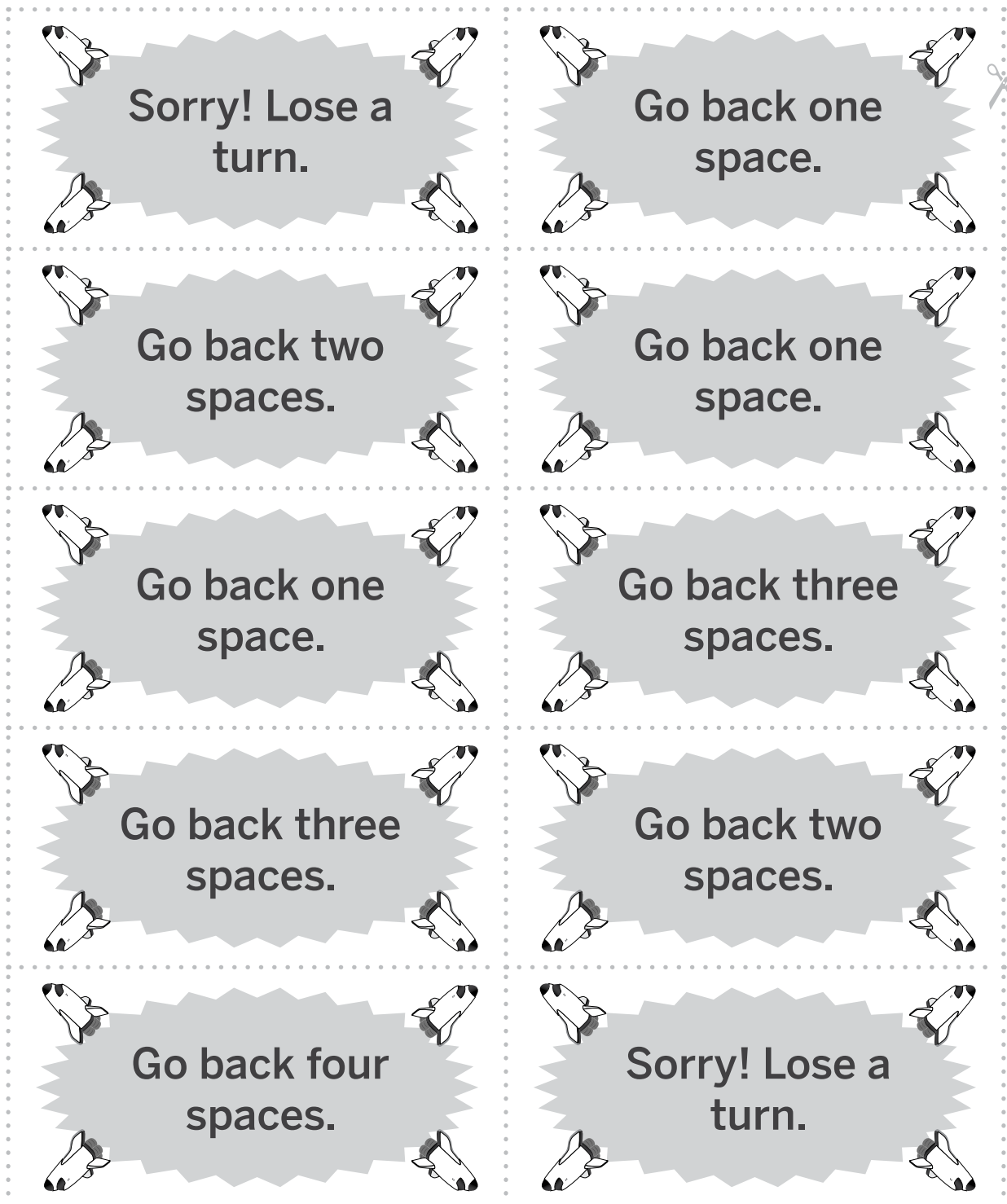
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 1.4

Moon Shot Problem Cards

Directions: Copy the template and cut out the cards.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 2.1

Directions: Read these words with the /f/ sound. Then circle the letters that make the /f/ sound in each word.

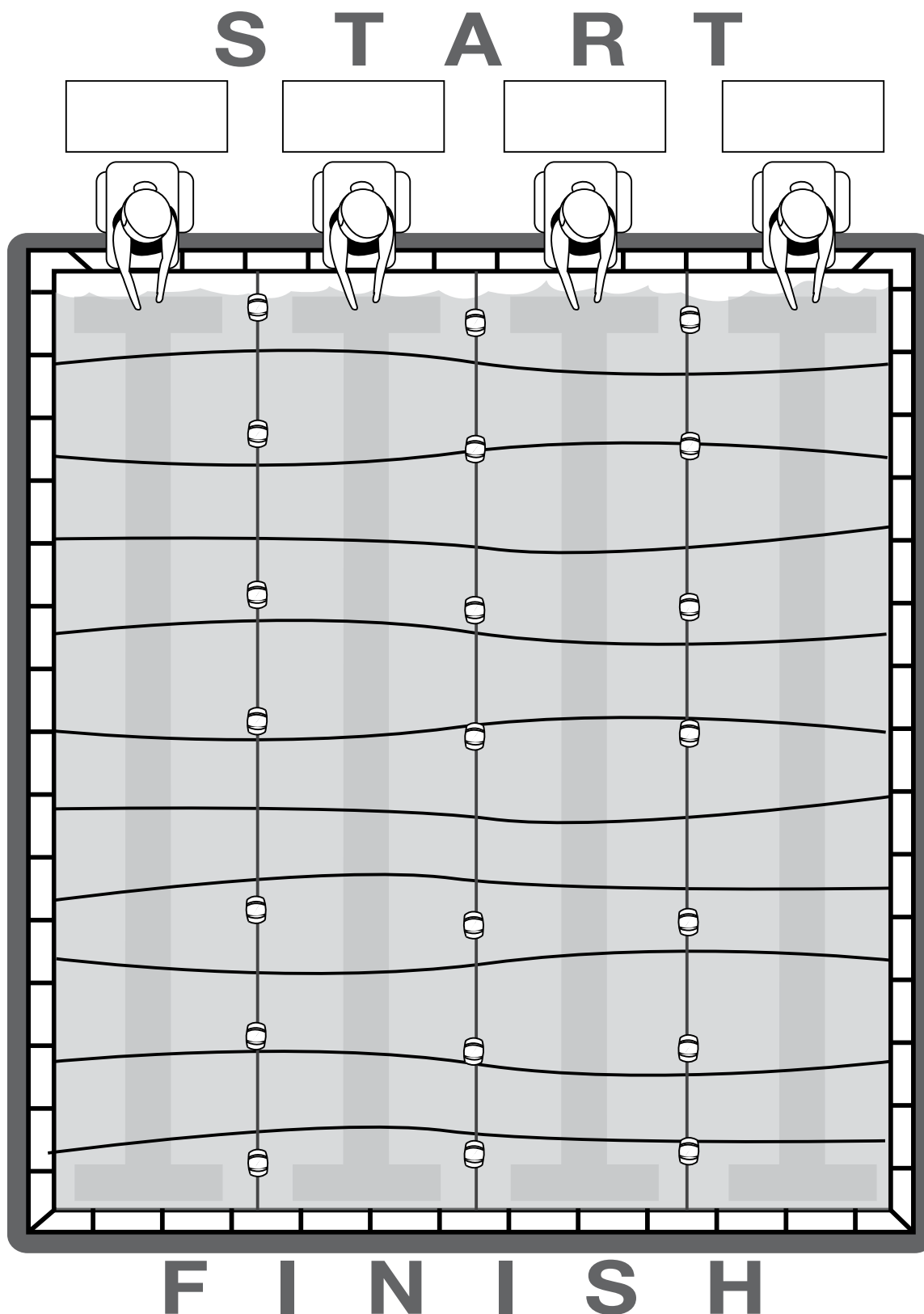
phone	phrase	graph	sphere
dolphin	triumph	orphan	phantom
paragraph	alphabet	photograph	emphasize
physical	atmosphere	pharmacy	elephant
homophone	telephone	microphone	Joseph
amphibian	apostrophe	geography	biography

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 2.2

Swim to the Finish



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 3.1

Word Block Game Board


Player Two  
Cards



Player One  
Cards



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 3.2

Word Block Word Cards

Directions: Copy template and then cut cards apart.

health	head	lead	dead	bread	breakfast
sweat	spread	wealth	meant	deaf	dread
leather	steady	tread	instead	thread	sweater
read	heaven	breath	death	weather	feather
lemon	elbow	pebble	mention	pencil	threat



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 4.1

Practice Sentences for 'ea' > /e/

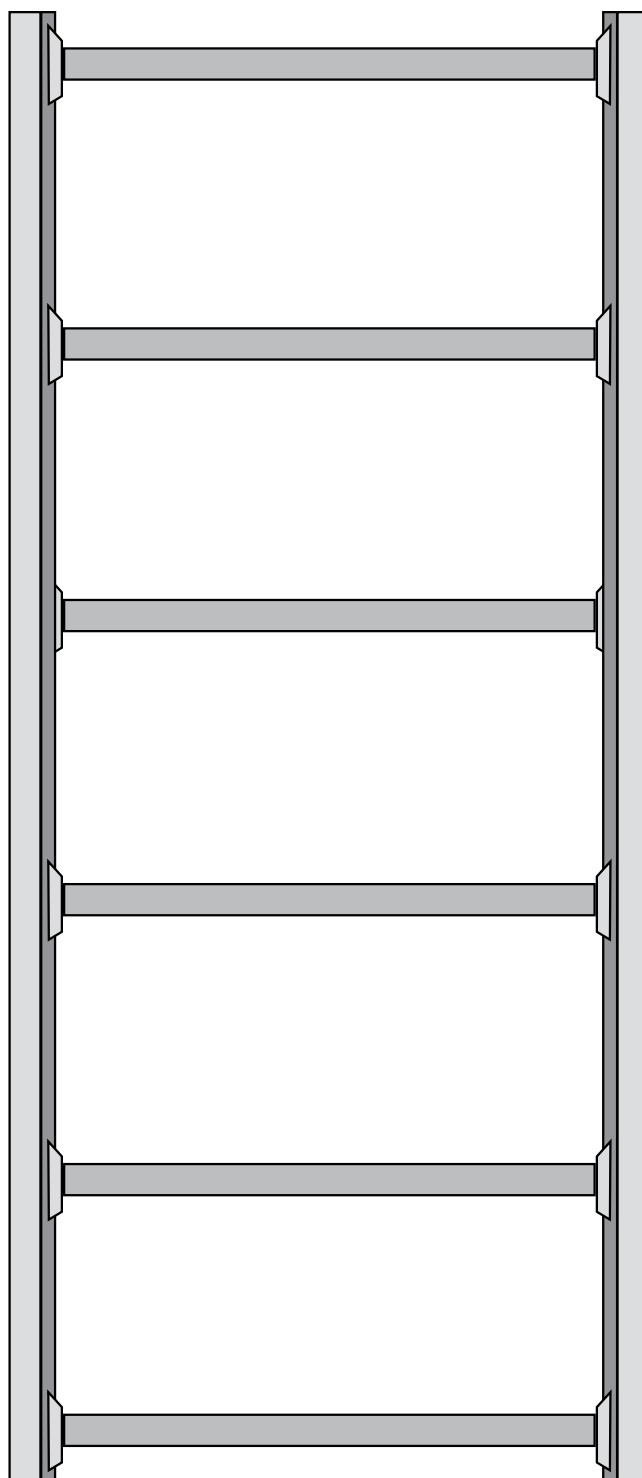
1. I need to purchase peaches, bread, and cream from the grocery store.
2. What would you like to eat for breakfast?
3. Please spread the peanut butter on the bread.
4. We saw many birds in the meadow, and I even found a feather.
5. There was a dam in the stream that the beavers had made.
6. If the weather turns cool, bring your sweater and leather jacket.
7. The bite of a black widow spider can be deadly.
8. I meant to do my homework, but I forgot.
9. Someone who is deaf cannot hear.
10. The tread on the tire is very bare.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 4.2

Race to the Top



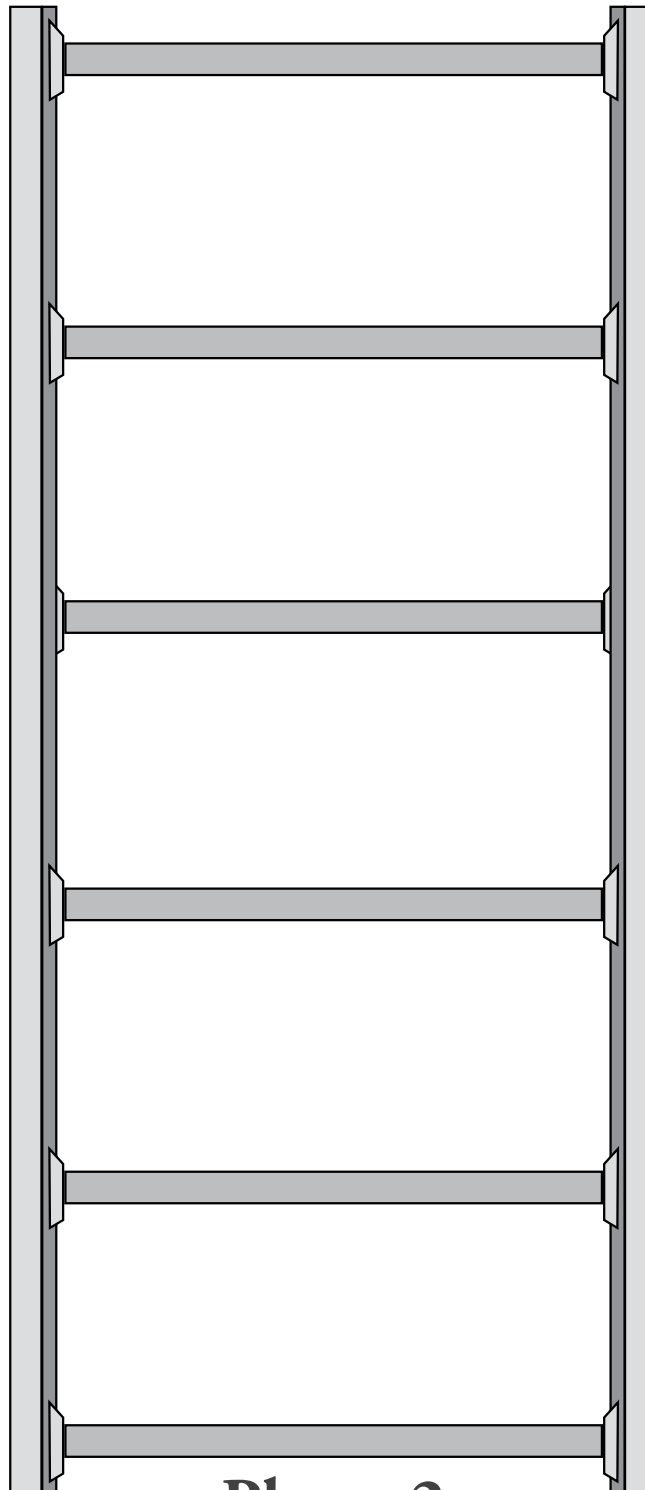
**Player 1**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 4.3

Race to the Top



**Player 2**



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 5.1

Practice Sentences for /f/ > 'ph'

1. The physician told Philip to stop by the pharmacy to get his pills.
2. My nephew Joseph is a photographer.
3. Sophie was able to recite the entire alphabet when she was just three years old!
4. We saw elephants and dolphins at the zoo.
5. My teacher said we could take notes by writing just short phrases instead of complete paragraphs.
6. I asked to use the telephone at the pharmacy.
7. A baseball is an example of a sphere.
8. Jim Murphy won a trophy for coming in first place in the race.
9. Before CDs were invented, people played music on phonograph records.
10. We collected pamphlets from the travel agency about lots of different places that we wanted to visit.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 5.2

Crazy Eights Word Cards

Directions: Copy template several times on different colors of paper. Cut out the cards.

dolphin

phone



stuff

graph

phrase

phase

telegraph

traffic

finish

fastest

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 5.2

CONTINUED

Crazy Eights Word Cards

knot

nose



knock

stand

rides

wrecked

rust

written

gently

joking

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 5.2

CONTINUED

Crazy Eights Word Cards

jelly	margin 
winner	whisper
waste	which
SKIP	DRAW 1
DRAW 2	REVERSE

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## TR 6.1

Tricky Spelling 'ea' &gt; /e/ or /ee/

Directions: Read each word. Then mark the sound the underlined letters stand for. Hint: Follow your ear, not your eye.

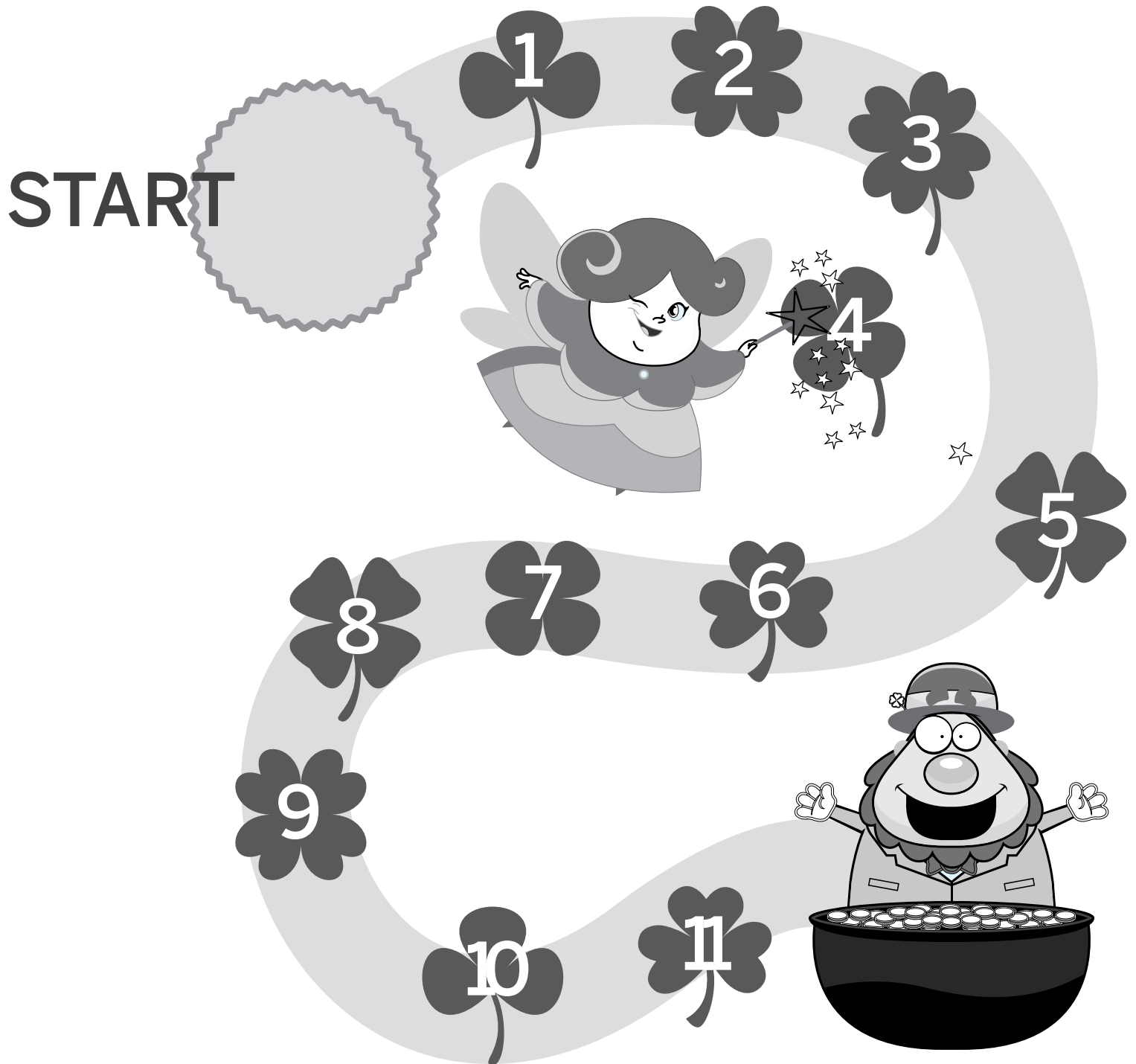
<b>1. <u>re</u>ading</b>	/e/ as in <i>pet</i>	/ee/ as in <i>bee</i>
<b>2. <u>he</u>alth</b>	/e/ as in <i>pet</i>	/ee/ as in <i>bee</i>
<b>3. <u>dr</u>eam</b>	/e/ as in <i>pet</i>	/ee/ as in <i>bee</i>
<b>4. <u>be</u>aver</b>	/e/ as in <i>pet</i>	/ee/ as in <i>bee</i>
<b>5. <u>fe</u>ather</b>	/e/ as in <i>pet</i>	/ee/ as in <i>bee</i>
<b>6. <u>thr</u>eat</b>	/e/ as in <i>pet</i>	/ee/ as in <i>bee</i>
<b>7. <u>pe</u>ach</b>	/e/ as in <i>pet</i>	/ee/ as in <i>bee</i>
<b>8. <u>br</u>eakfast</b>	/e/ as in <i>pet</i>	/ee/ as in <i>bee</i>
<b>9. <u>le</u>af</b>	/e/ as in <i>pet</i>	/ee/ as in <i>bee</i>
<b>10. <u>me</u>adow</b>	/e/ as in <i>pet</i>	/ee/ as in <i>bee</i>

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 6.2

Over the Rainbow



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 6.3

Over the Rainbow Word Cards

collar

hurdle



twirling

torn

diver

firm

farmer

turned

hangar

boring

Directions: Copy template. Cut out the cards.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 6.3

CONTINUED

Over the Rainbow Word Cards

Turn around and  
around.

Draw a swirl.



What comes  
between first and  
third?

Chirp like a bird.

Find something  
scarlet.

Honk your horn.

Name an animal  
that moves in a  
herd.

Sit by a girl.

I finished lunch first.

Bee stings hurt.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 7.1

Practice with Adverbs

1. Tom chews loudly.
2. Cheetahs run fast.
3. The birds chirp constantly.
4. I happily helped Dad.
5. Kellan performed well in the play.
6. Turtles walk slowly.
7. The wind blew hard.
8. The leaves quietly fell.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 8.1

Spelling Alternatives /er/ > 'ar' and 'or'

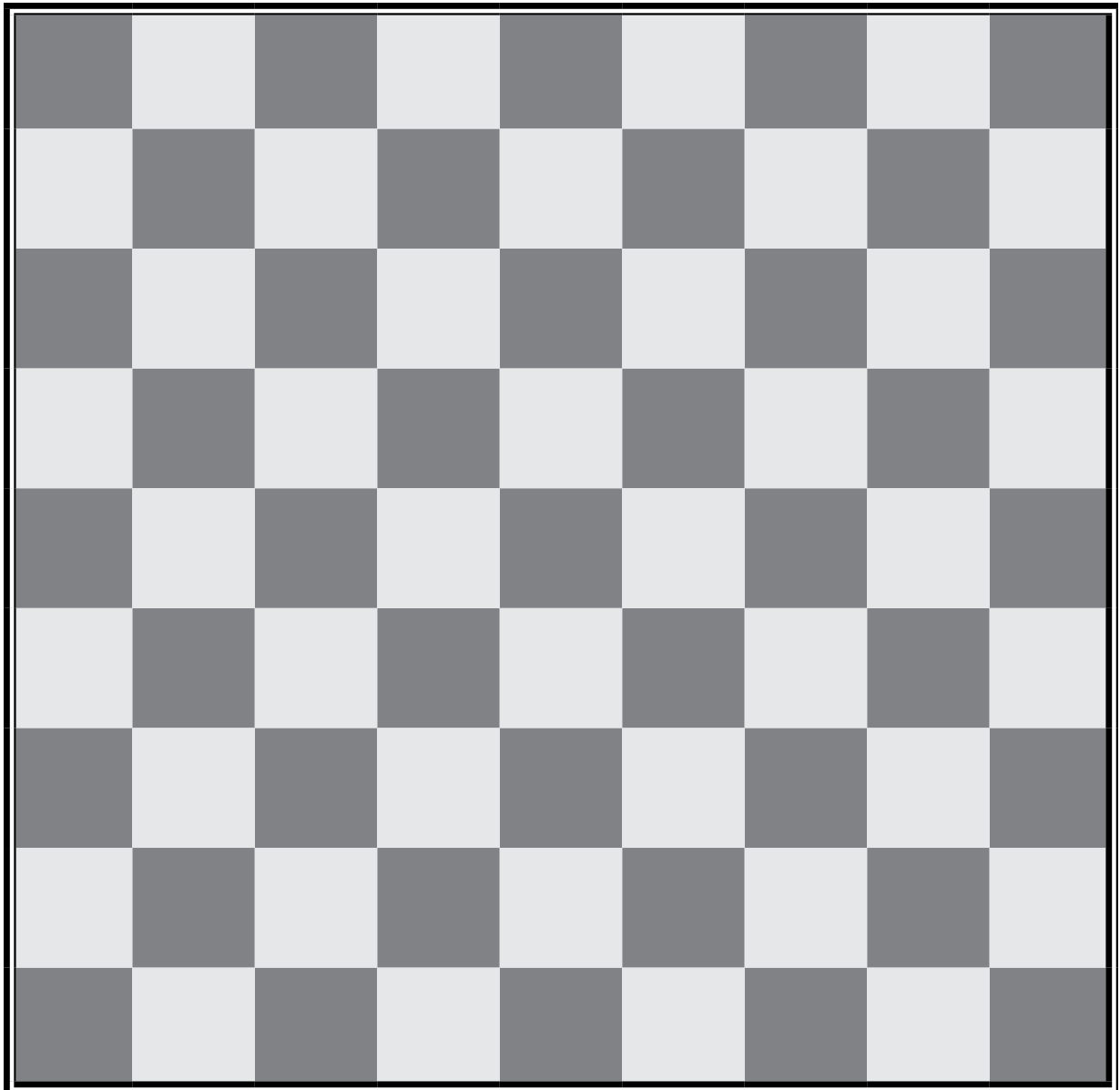
1. Someday I would like to become a doctor or an author.
2. The unexpected blizzard froze all of the oranges in the orchard.
3. That actor looks familiar, but I don't remember his name.
4. My dad gave the farmer five dollars for our apples.
5. Alligators and lizards are both reptiles.
6. The color of the wizard's robe was black with sparkling silver stars.
7. My history report and grammar homework are both due on the same day, so I marked that date on the calendar.
8. The factory workers gave their best effort.
9. Would you do a favor for me and take my laundry to the dry cleaner on the corner?
10. Please ask the cleaner to put extra starch on the collars of my shirts.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 8.2

Checkers Game Board

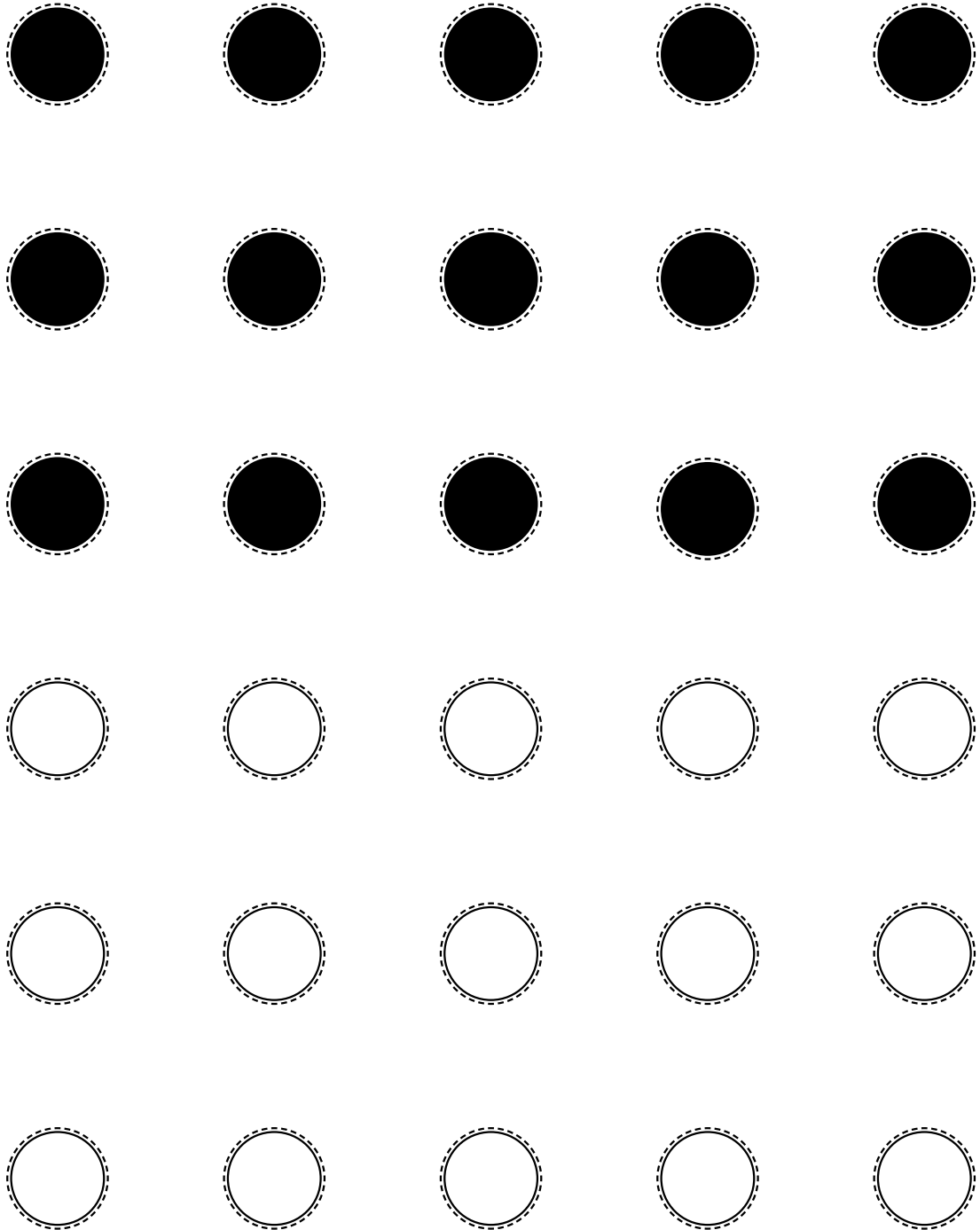


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 8.3

Checkers Pieces



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 8.4

Checkers Word Cards



standard

solar

color

dollar

lizard

history

memory

mirror

major

calendar

Directions: Copy template. Cut out the cards.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 8.4

CONTINUED

Checkers Word Cards

Directions: Copy template. Cut out the cards.

actor

cellar



mustard

factory

doctor

wizard

author

grammar

orchard

blizzard

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 10.1

Race Against the Clock Word Cards



farthest

faster

first

burned

mustard

forest

harmonica

surge

perforated

swirling

Directions: Copy template. Write a point value based on the difficulty of the word. Cut out the cards.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 10.1

CONTINUED

Race Against the Clock Word Cards

Directions: Copy template. Write a point value based on the difficulty of the word. Cut out the cards.

minor

polar



alligator

porridge

furnish

birthday

color

armrest

formation

manager



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 11.1

Tricky Spelling 'ch'

chipmunk

chimney

chisel

ache

chapel

anchor

chemistry

approach

chorus

launch

character

archery

schedule

school

bachelor

scholar

architect

poach

monarch

challenge

chairman

stomach

Christmas

technical



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 11.2

Roll, Flip, Read Word Cards

Directions: Copy one template for each student. Cut out cards and write words on the back of each card.

1

2



3

4

5

6

7

8

9

10

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 13.1

Match Maker Word Cards

divide

combine



hibernate

violin

tidal

sidewalk

finest

slime

sunshine

cried

Directions: Copy template. Cut out the cards.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 13.1

CONTINUED

Match Maker Word Cards

happier

medium



piano

radio

gymnasium

ski

scariest

audience

experience

alien

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## TR 13.2

Tricky Spelling 'i'

'i'	→	/i/	it	fish	his
	→	/ie/	driver	find	writer
	→	/ee/	ski	taxi	easier

		/i/ as in <i>it</i>	/ie/ as in <i>driver</i>	/ee/ as in <i>ski</i>
1.	The sun started to melt the <u>i</u> gloo.	igloo		
2.	I like pepperon <u>i</u> <u>p</u> izza the best.			
3.	I need a size med <u>i</u> um for my soccer jersey.			
4.	She is a very good <u>v</u> iol <u>i</u> n player.			
5.	Grandma was fur <u>i</u> ous about the grape jell <u>y</u> on the couch.			
6.	Can we read the book about dol <u>p</u> h <u>i</u> ns?			
7.	He plans to add one more <u>i</u> tem to the pile.			

Directions: Sort the underlined words with tricky spellings. Some words may be sorted into more than one column.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 13.2

CONTINUED

	/i/ as in <i>it</i>	/ie/ as in <i>driver</i>	/ee/ as in <i>ski</i>
8. It would be eas <u>i</u> er to see if we moved over.			
9. Would you like a loll <u>i</u> pop?			
10. Last w <u>i</u> nter, there was a lot of snow.			
11. My brother put a mult <u>i</u> media part in his project.			
12. I do not know how to play the p <u>i</u> ano.			

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 14.1

Tricky Spelling 'i'

1. We ate our dinner outside on the restaurant patio.
2. The cafeteria is serving chili or pizza today.
3. I am curious to learn more about India because I do not know about Indian customs.
4. We heard piano and violin music on the radio.
5. My teacher said we could use a slide presentation as part of our multimedia report about Italy.
6. The inside of a kiwi is green.
7. I take a medium size shirt.
8. Please pick up a liter of milk and some broccoli and zucchini when you go to the grocery store.
9. What flavor lollipop would you like?
10. If you are going to travel outside of the United States, you will need a passport and a visa.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 15.1

Race to the Top Word Cards

direction

caption



revenge

change

large

locomotion

nation

action

judge

cottage

Directions: Copy template. Cut out the cards.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 15.1

CONTINUED

Race to the Top Word Cards

Europe

attention



option

nudge

huge

range

addition

fudge

stations

fraction

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 18.1

Building Sentences Word Cards

the flowers

two birds



Josh and Carlos

my sister

the cat

chased bugs

left

slept

sat

walked

played

Directions: Copy template. Cut out the cards.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 19.1

'ul', 'al', 'il' > /ə/ /l/

harmful	fossil	hospital	evil
total	pencil	several	awful
peaceful	hopeful	normal	civil

'ul'  
as in *useful*

'al'  
as in *metal*

'il'  
as in *April*

harmful

Directions: Sort the words by spelling.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## TR 19.2

'tion' > /sh/ /ə/ /n/

It is almost time for summer vacation. Our tradition is to have a celebration for the start of summer. The decorations will be of our very own invention. We like to see people's reactions to our decorations. Last year, our theme was "The Best Invention of All Time." People still mention the decorations when they recall the celebration.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 20.1

Alphabetizing Word Cards

British

Ironsides



painting

navy

cannon

death

Madison

troops

Congress

battle

Directions: Copy template. Cut out the cards.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 20.1

CONTINUED

Alphabetizing Word Cards

hawks

impressment



Dolley

merchants

Washington

support

march

president

paved

monarchy

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## TR 22.1

Tricky Spelling 'i' &gt; /i/, /ie/, or /ee/

Directions: Read each word. Then mark the sound the underlined letters stand for. Hint: Follow your ear, not your eye.

<b>1. patio</b>	/i/ as in <i>it</i>	/ie/ as in <i>biting</i>	/ee/ as in <i>ski</i>
<b>2. hiker</b>	/i/ as in <i>it</i>	/ie/ as in <i>biting</i>	/ee/ as in <i>ski</i>
<b>3. violin</b>	/i/ as in <i>it</i>	/ie/ as in <i>biting</i>	/ee/ as in <i>ski</i>
<b>4. spaghetti</b>	/i/ as in <i>it</i>	/ie/ as in <i>biting</i>	/ee/ as in <i>ski</i>
<b>5. media</b>	/i/ as in <i>it</i>	/ie/ as in <i>biting</i>	/ee/ as in <i>ski</i>
<b>6. fish</b>	/i/ as in <i>it</i>	/ie/ as in <i>biting</i>	/ee/ as in <i>ski</i>
<b>7. kind</b>	/i/ as in <i>it</i>	/ie/ as in <i>biting</i>	/ee/ as in <i>ski</i>
<b>8. easiest</b>	/i/ as in <i>it</i>	/ie/ as in <i>biting</i>	/ee/ as in <i>ski</i>
<b>9. tiger</b>	/i/ as in <i>it</i>	/ie/ as in <i>biting</i>	/ee/ as in <i>ski</i>
<b>10. curious</b>	/i/ as in <i>it</i>	/ie/ as in <i>biting</i>	/ee/ as in <i>ski</i>

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 23.1

Practice with Paragraphs

Directions: Cross out the sentences that would not be part of each paragraph.

1. Topic Sentence: I like winter.
  - I go to the beach to play in the hot sun.
  - I like to sled at the park.
  - I drink hot chocolate when I come inside.
  - I can swim at the pool outside.
  - I can build a snowman.
  
2. Topic Sentence: I like my dog.
  - He likes to chase balls.
  - He meows at me when I come home.
  - He sits with me on the couch.
  - He reads to me.
  - He barks to warn me that something is outside.
  
3. Topic Sentence: I like sports.
  - They help you get exercise.
  - You can have fun with your friends.
  - You have to sit on your bed to play.
  - They are fun to watch.
  - I like the different rules for each type.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 25.1

/o/ > 'wa', 'o'

watch

wander



Watkins

water

washed

wanted

swamp

swat

swab

waffle

Directions: Copy template. Cut out the cards.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 25.1

CONTINUED

/o/ > 'wa', 'o'

socks

flock



Tom

fond

stop

got

sobbed

moss

locked

pocket

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 26.1

Mixed Review /o/

Watkins	Wanda	water	wash
pajamas	waffles	watch	squash
lava	father	swab	drama
wander	llama	grandpa	grandma

Directions: Circle the spelling that makes the /o/ sound in each word.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 28.1

Tricky Spelling 'a'

wash

water



llama

grandpa

father

around

media

avoid

Bermuda

alone

Directions: Copy template. Cut out the cards.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 28.1

CONTINUED

Tricky Spelling 'a'

fastest

cattle



fabulous

brass

last

shade

famous

cases

laces

danger

## ACTIVITY BOOK ANSWER KEY

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

1.1 Activity Page

### Circle the Spelling

Read these words that have the /f/ sound spelled 'ph'. Then, circle the letters that stand for the /f/ sound in each word.

(p)hone (p)hrase g(r)aph s(p)here  
dolph(in) triumph(ph) or(ph)phan ph(ant)om  
para(g)raph alph(ab)et photog(r)aph emph(ase)  
ph(y)sical atmosp(h)ere ph(ar)mac(y) el(p)hant  
homop(h)one telep(h)hone microp(h)one Josep(h)  
amph(ib)ian apostroph(e) geograph(y) biograph(y)

Skills 6

1

### Fill in the Blank

Use the best word from the box to complete each sentence.

photograph	homophones	amphibian	trophy
alphabet	paragraph	telephone	dolphin

- Philip answered the telephone.
- 'Z' is the last letter in the alphabet.
- Ralph saw a dolphin swimming in the sea.
- Sophie took this photograph of her sister with her camera.
- Stephanie wrote the first paragraph of the story.
- Randolph won a trophy.
- Road and rode are homophones.
- A frog can live on land or in the water. It is an amphibian.

2

Skills 6

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

1.2 Activity Page

### Parts of Speech and Apostrophes

For each sentence, circle the common noun; draw a box around the proper noun; draw an arrow from the adjective to the noun that it describes. Draw a wiggly line under the verb.

- Sisters Forever is a good film.  
1   ☐   1   is   1   is   1   ☐
- It will be a sunny day on Monday and Tuesday.  
2   ☐   1   is   1   is   1   ☐
- The class sang the patriotic tune "Yankee Doodle."  
1   ☐   1   is   1   is   2   ☐
- King Henry wore a gold crown.  
1   ☐   1   is   1   is   1   ☐
- We planned a family trip to New York City for June and July.  
3   ☐   1   is   1   is   1   ☐
- Miss Andrews, our math teacher, lives on Duncan Street.  
2   ☐   1   is   1   is   1   ☐
- The older boys are at Rock Creek Park.  
1   ☐   1   is   1   is   1   ☐
- Jason ate a yummy hamburger at Smith's Burger House.  
2   ☐   1   is   1   is   1   ☐

Skills 6

3

Draw a circle around the correct tense.

- The little cub will grow into a fierce lion.   past   present   future
- Rachel looks at the menu.   past   present   future
- Robert will remove the blue sheets from the bed.   past   present   future
- I told the truth.   past   present   future
- The boys formed three teams.   past   present   future

Draw a circle around the correct way to write the contraction.

- cant'   ca'nt   can't
- shouldn't   shou'ldnt   shouldnt'
- have'nt   haven't   havent'

Write the proper and common nouns showing what belongs to the person the proper noun names.

- Jayden has a cat Jayden's cat.
- Shonda has a notebook Shonda's notebook.

4

Skills 6

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

1.4

Take-Home

### Alphabetize Words

Read the words in the box aloud to a family member. When there are two words that start with the same letter, underline the second letter in each word. Then, write the words in alphabetical order.

noise night kneel wrinkle ripple	ferret whistle window western jungle
1. <u>k</u> neel	1. <u>f</u> erret
2. <u>n</u> ight	2. <u>j</u> ungle
3. <u>n</u> oise	3. <u>w</u> estern
4. <u>r</u> ipple	4. <u>w</u> histle
5. <u>w</u> rinkle	5. <u>w</u> indow
jolly ginger gentle margin photo	dolphin graph finish traffic Britain
1. <u>g</u> entle	1. <u>B</u> ritain
2. <u>g</u> inger	2. <u>d</u> olphin
3. <u>j</u> olly	3. <u>f</u> inish
4. <u>m</u> argin	4. <u>g</u> raph
5. <u>p</u> hoto	5. <u>t</u> raffic

Skills 6

7

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

2.2

Activity Page

### Sound Comparison

Do the bolded letters stand for the same sound? Check *yes* or *no*.

			Yes	No
1.	tro <b>ph</b> y	fun <b>n</b> y	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.	<b>k</b> nock	<b>k</b> ettle	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.	<b>s</b> phere	<b>s</b> pear	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.	<b>w</b> hen	<b>w</b> itch	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.	tra <b>ff</b> ic	or <b>p</b> han	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.	<b>n</b> ickel	<b>k</b> not	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.	<b>p</b> hone	<b>p</b> ane	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8.	<b>g</b> raph	<b>g</b> roup	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9.	<b>w</b> rite	<b>w</b> hen	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10.	<b>w</b> rong	<b>r</b> ight	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Skills 6

11

### Fill in the Blank

Use the best word from the box to complete each sentence.

gopher	trophy	graph	paragraph	write
wrap	wrist	wren	knee	knife

- Would you help me wrap the gift for Dad?
- I won a trophy at the spelling bee.
- A gopher is a small animal that lives in underground holes.
- Could I use the knife to cut the cake?
- Will you write a thank you note to Grandma?
- He broke his wrist when he fell while skating.
- Our teacher wants us to write a paragraph about the War of 1812.
- In math, we are learning to read a bar graph.
- A small wren flew by the window.
- Did you scrape your knee when your leg got caught in the rosebush?

12

Skills 6

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

2.3

Take Home

### Practice 'ph'

Use the words in the word box and the clues to complete the crossword puzzle.

phone	dolphin	alphabet	sphere	orphan
gopher	graph	photo	asphalt	hyphen

#### Across

- A bar \_\_\_\_\_
- A cell \_\_\_\_\_
- A child whose parents are no longer alive
- Your ABCs
- Round ball
- Little tiny line between words (e.g., Smith-Jones)

#### Down

- Small burrowing animal
- Another word for a picture taken with a camera
- Another word for pavement
- Mammal that swims in the sea

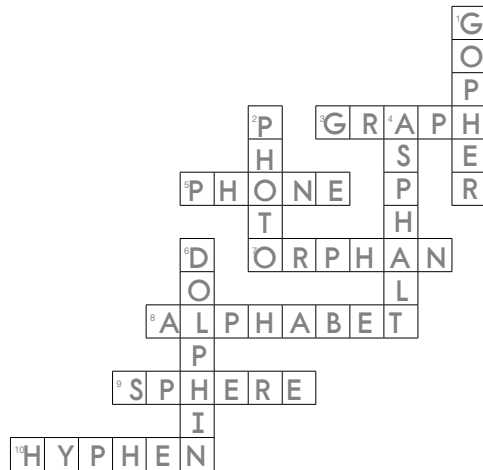
14

Skills 6

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

2.3  
CONTINUED

Take Home



Skills 6

15

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

3.1

Activity Page

### Fill in the Blank

Use the best word from the box to complete each sentence.

thread	spread	meant	dead	bread
breakfast	feather	dread	head	lead

1. Would you spread butter on the toast?
2. I meant to pick up the paper but I forgot it.
3. It has been a very dry summer with little rain, so some of the plants in the garden are dead.
4. My head is hurting from the loud noise.
5. I like bread and jam for a snack.
6. My mom fixed the rip in my pants with a needle and thread.
7. Most people dread going to the dentist.
8. Do you like eggs and bacon for breakfast?
9. I found the feather of a bird outside next to a nest.
10. The pipes were made of lead.

Skills 6

17

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

3.2

Take-Home

### Fiction or Nonfiction?

Based on what you have learned about fiction and nonfiction, decide whether the following titles are more likely to be fiction or nonfiction. Circle *Fiction* or *Nonfiction* for each title.

1. *The True Book of Bird Facts* Fiction / Nonfiction
2. *Fluffy the Bunny Rabbit Visits the City* Fiction / Nonfiction
3. *The Biography of James Madison* Fiction / Nonfiction
4. *The History of the United States* Fiction / Nonfiction
5. *The Cat Bandit* Fiction / Nonfiction
6. *Mary's Little Lamb Goes to School* Fiction / Nonfiction
7. *The Atlas of South American Countries* Fiction / Nonfiction
8. *Sir Gus* Fiction / Nonfiction
9. *The Three Little Pigs* Fiction / Nonfiction
10. *The Solar System* Fiction / Nonfiction

Skills 6

19

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

5.2

Activity Page

### Trouble with the British

1. Who was the president of the United States in 1812?
  - A. George Washington
  - B. James Madison
  - C. Napoleon
 Page 12
2. Why were many Americans angry with the British in 1812?
  - A. The British forced some American men to serve in the British Navy.
  - B. The British forced some French men to serve in the British Navy.
  - C. The British forced some Native Americans to serve in the British Navy.
 Page 18
3. What is another reason many Americans were angry with the British in 1812?
  - A. The British were trading with the French.
  - B. The British were trading with the Spanish.
  - C. The British were trading with Native Americans.
 Page 20

Skills 6

23



4. Which part of North America was still controlled by the British in 1812?

A. the United States  
B. Mexico  
C. Canada

Page 22

5. Which country was already fighting a war with Great Britain in 1812?

A. France  
B. Spain  
C. Germany

Page 14

24

Skills 6

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

6.1 Activity Page

### Trouble with the British

1. What did President Madison have to think long and hard about?
- A. President Madison had to think long and hard about whether he wanted to still be president.  
B. President Madison had to think long and hard about declaring war.  
C. President Madison had to think long and hard about impressing British sailors in the U. S. Navy.

Page 22

2. The Americans had problems with \_\_\_\_\_.

A. people in Africa  
B. soldiers in the army  
C. both the French and the British

Page 16

3. How did Americans feel when they read stories about men taken by the British?

A. angry  
B. sad  
C. happy

Page 18

4. In 1812, most Americans were what?

A. Most Americans were sailors.  
B. Most Americans were soldiers.  
C. Most Americans were farmers.

Page 20

Skills 6

25

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

6.4 Take-Home

### Alphabetize Words

Read the words in the box aloud to a family member. When there are two words that start with the same letter, underline the second letter in each word. Then write the words in alphabetical order.

after barber camera difference birthday	swirling thirteen chirping burden furnace
1. <u>a</u> fter	1. <u>b</u> urden
2. <u>b</u> arber	2. <u>c</u> hirping
3. <u>b</u> irthday	3. <u>f</u> urnace
4. <u>c</u> amera	4. <u>s</u> wirling
5. <u>d</u> ifference	5. <u>t</u> hirteen
hamburger turtle marker parcel ramparts	safari after informer organize perform
1. <u>h</u> amburger	1. <u>a</u> fter
2. <u>m</u> arker	2. <u>i</u> nformer
3. <u>p</u> arcel	3. <u>o</u> rganize
4. <u>r</u> amparts	4. <u>p</u> erform
5. <u>t</u> urtle	5. <u>s</u> afari

Skills 6

31

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

7.1 Activity Page

### Verbs and Adverbs

Read each sentence and put a wiggly line under the verb and a triangle around each adverb. Then, draw an arrow from the adverb to the verb it describes.

1. Jane swims fast.
2. Mom bakes well.
3. They battled bravely.
4. Dogs barked loudly.
5. He prints his letters neatly.
6. The cat landed gently.
7. He ran quickly.
8. She sat still.
9. We ate dinner silently.
10. Dan tiptoed lightly down the stairs.

Skills 6

33

In each box there are three adverbs. Pick one and write a sentence using it.

1. quickly slowly loudly

Answers may vary.

2. well badly quietly

Answers may vary.

3. rarely never always

Answers may vary.

34

Skills 6

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

8.1

Activity Page

### Bubble the Sound

Read each word. Then, fill in the bubble for the sound the underlined letters stand for. Hint: Follow your ear, not your eye.

1. farmer ☒ /ar/ as in car ☐ /ot/ as in for ☐ /et/ as in her

2. snorting ☐ /ar/ as in car ☒ /ot/ as in for ☐ /et/ as in her

3. beggar ☐ /ar/ as in car ☐ /ot/ as in for ☒ /et/ as in her

4. favor ☐ /ar/ as in car ☐ /ot/ as in for ☒ /et/ as in her

5. corner ☐ /ar/ as in car ☒ /ot/ as in for ☐ /et/ as in her

6. effort ☐ /ar/ as in car ☐ /ot/ as in for ☒ /et/ as in her

7. custard ☐ /ar/ as in car ☐ /ot/ as in for ☒ /et/ as in her

8. army ☒ /ar/ as in car ☐ /ot/ as in for ☐ /et/ as in her

9. blizzard ☐ /ar/ as in car ☐ /ot/ as in for ☒ /et/ as in her

10. alligator ☐ /ar/ as in car ☐ /ot/ as in for ☒ /et/ as in her

Skills 6

35

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

8.3

Take-Home

### Fill in the Blank

Use the best word from the box to complete each sentence.

dollar actor color history doctor  
polar calendar lizard wizard mustard

- I would like mustard, not ketchup, on my hot dog.
- May I have a dollar to buy candy?
- Do I have to get a shot when I go to the doctor?
- I like the color red.
- Are all polar bears white?
- My teacher puts up a new calendar each month.
- John is an actor in the school play.
- The War of 1812* is a history book.
- The lizard sat in the sun on a rock.
- A wizard can cast a spell.

Skills 6

39

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

9.1

Activity Page

### The War Hawks

If a statement is correct, write *true* on the line. If a statement is not correct, write *false* on the line. Also write the page number.

- Most American merchants and traders wanted to declare war on Great Britain. Many Americans who lived in western states wanted to declare war on Great Britain. false  
Page 24
- Americans who were angry at the British and wanted a war were called War Hawks. false  
Page 26
- In 1812, a merchant was the president of the United States. false  
Page 24
- In 1812, the size of the United States was the same as it is today. false  
Page 27

Skills 6

41

5. Pretend you are a War Hawk. Write a short speech to convince Congress to go to war. Include your reasons why.

Answers may vary.

[illegible]

42

### Skills 6

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_





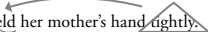


9.2

Activity Page

## Adverbs

Read each sentence and draw a wiggly line under each verb and a triangle around the adverb. Then, draw an arrow from the adverb pointing to the verb it modifies.

Example: I quickly made my bed.

1. I rode my bike slowly up the hill.  

2. Mark walked painfully down the hall on his crutches.  

3. The class quickly lined up for recess.  

4. Dad carefully drove around the accident.  

5. The little girl held her mother's hand tightly.  

6. The nurse gently removed the bandage from my knee.  

7. The liquid in the pan boiled rapidly on the stove.  


### Skills E

43

8. My teacher patted me lightly on the back and said I did a good job.
9. Everyone was talking loudly.
10. Mom carried the platter of turkey carefully to the table.
11. She slept soundly at night.
12. The brown puppy sleeps soundly.
13. Speedy Jamie easily won the race.
14. The dog greedily lapped the food.

44

Skills 6

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### 9.3

## Take-Home

### Fill in the Blank

**Use the best word from the box to complete each sentence.**

factory	orchard	similar	grammar	mirror
cellar	calendar	effort	blizzard	actor

1. I looked in the mirror while I brushed my hair.
2. We went to an apple orchard to pick apples from trees.
3. A synonym for a basement in a house is a cellar.
4. Someday, I would like to be an actor on a TV show.
5. My class visited a car factory to see how cars are made.
6. Don't forget to mark the date on your calendar.
7. I came in second place in the race, but I gave it my best effort.
8. A blizzard is a synonym for a bad snowstorm.
9. We both like the color green, so we have similar taste.
10. We are reviewing the parts of speech in our grammar lessons.

Skills 6

45

NAME: \_\_\_\_\_ 11.1 Activity Page  
DATE: \_\_\_\_\_

### The War Starts

If a statement is true, write *true* on the line. If a statement is false, write *false* on the line. Also write the page number.

- On June 18, 1812, the United States declared war on Great Britain. true  
Page 30
- In 1812, the British were already at war with France, so they could only send some of their troops to fight the United States. true  
Page 30
- At the start of the war, most people thought the United States would defeat the British easily. false  
Page 32
- A monarchy is a nation that is ruled by a king or queen. true  
Page 32
- In 1812, the United States was a monarchy. false  
Page 32
- In 1812, most of the nations of Europe were ruled by presidents who were elected and served for four years. false  
Page 32

Skills 6

53

- In 1812, the United States had a large army and a very powerful navy. false  
Page 34
- At the beginning of the war, the U.S. Army attacked the British in Canada and won all of its battles there. false  
Page 34

Number these events in the order that they happened.

- Today, the United States is a strong nation. 5
- The U.S. Navy beat the British in a number of naval battles. 4
- George Washington set up the first U.S. Navy. 1
- President Madison asked farmers to join the army. 3
- On June 18, 1812, the United States declared war on Great Britain. 2

54

Skills 6

NAME: \_\_\_\_\_ 11.2 Activity Page  
DATE: \_\_\_\_\_

### Fill in the Blank

Use the best word from the box to complete each sentence.

School	stomach	monarchy	anchor
chemist	architect	orchestra	echo

- Chris is in tenth grade at East Side High school.
- A person who mixes chemicals is called a chemist.
- Christina shouted into the cave and her voice came back as an echo.
- A person who draws plans for houses and buildings is called an architect.
- Zachary plays the violin in the symphony orchestra.
- This food is awful! I think I may be sick to my stomach.
- A country ruled by a king is called a monarchy.
- The man tossed the anchor into the water.

Skills 6

55

NAME: \_\_\_\_\_ 11.5 Take-Home  
DATE: \_\_\_\_\_

### Alphabetize Words

Read the words in the box aloud to a family member. When there are two words that start with the same letter, underline the second letter in each word. Then, write the words in alphabetical order.

change action cottage addition caption	fudge fraction range revenge attention
1. <u>a</u> ction	1. <u>a</u> ttention
2. <u>a</u> ddition	2. <u>f</u> raction
3. <u>c</u> aption	3. <u>f</u> udge
4. <u>c</u> hange	4. <u>r</u> ange
5. <u>c</u> ottage	5. <u>r</u> evenge
large judge huge nation locomotion	nudge direction stations option Europe
1. <u>h</u> uge	1. <u>d</u> irection
2. <u>j</u> udge	2. <u>E</u> urope
3. <u>l</u> arge	3. <u>n</u> udge
4. <u>l</u> ocomotion	4. <u>o</u> ption
5. <u>n</u> ation	5. <u>s</u> tations

Skills 6

61

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 12.1 Activity Page

### Run-On Sentences

Change each run-on sentence into two sentences, adding correct capitalization and punctuation.

- The flower is pink it has six petals.  
The flower is pink. It has six petals.
- The boy is eating an oyster the oyster is big.  
The boy is eating an oyster. The oyster is big.
- Joyce enjoys eating fish Roy enjoys eating steak.  
Joyce enjoys eating fish. Roy enjoys eating steak.
- The town is far away it is forty miles from here.  
The town is far away. It is forty miles from here.
- A cow is an animal an owl is an animal, too.  
A cow is an animal. An owl is an animal, too.

Skills 6

63

Correct each run-on sentence by combining and rewriting it into one sentence.

- The crowd is loud the crowd is angry.  
The crowd is loud and angry.
- The clown rode the bike it was red.  
The clown rode the red bike.
- I think cookies taste good I think cupcakes taste good.  
I think cookies and cupcakes taste good.

64

Skills 6

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 12.2 Take-Home

### Run-On Sentences

Rewrite each run-on sentence as two separate sentences, adding the correct punctuation and capitalization.

Example: Do not push it do not pull it.

Do not push it.  
Do not pull it.

- I ate a handful of candy it was good.  
I ate a handful of candy. It was good.
- Andrew broke the computer the computer will not start.  
Andrew broke the computer. The computer will not start.
- The suitcase is full there is no room for your gown.  
The suitcase is full. There is no room for your gown.
- We went to lunch on Tuesday we'll go again on Friday.  
We went to lunch on Tuesday. We'll go again on Friday.

Skills 6

65

- The group wanted pasta I wanted fish.  
The group wanted pasta. I wanted fish.

Correct each run-on sentence by combining and rewriting it into one sentence.

Example: The stew is hot the stew is spicy.

- The stew is hot and spicy.
- Julia found a clue it was the last clue.  
Julia found the last clue.
  - There is a nest in the bush it is a cuckoo's nest.  
There is a cuckoo's nest in the bush.
  - The dog is brown he is big.  
The big dog is brown.

66

Skills 6

NAME: \_\_\_\_\_ 13.1 Activity Page  
DATE: \_\_\_\_\_

### Tricky Spelling 'i'

Write the word in each sentence that has the tricky spelling 'i' sounded /i/ under *it*, the word that has the tricky spelling 'i' sounded /ie/ under *driver*, or the word that has the tricky spelling 'i' sounded /ee/ under *ski*.

i	→ /i/	it	fish	his
	→ /ie/	driver	find	writer
	→ /ee/	ski	taxi	easier

	/i/ as in <i>it</i>	/ie/ as in <i>driver</i>	/ee/ as in <i>ski</i>
1. My mom plays the piano.			piano
2. I like pepperoni pizza.			pepperoni pizza
3. Instead of being mean, be kind.		kind	
4. Curious means to want to know.			curious
5. Rub some sunblock on your skin.	skin		
6. My dad was furious when the glass broke.			furious
7. I do not like beans in chili.			chili

Skills 6

67

	/i/ as in <i>it</i>	/ie/ as in <i>driver</i>	/ee/ as in <i>ski</i>
8. The huge waves tossed the ship.	ship		
9. At the zoo, we saw a tiger.		tiger	
10. Do you like spaghetti noodles?			spaghetti
11. The lettuce is crisp.	crisp		
12. They play that song on the radio.			radio

68

Skills 6

NAME: \_\_\_\_\_ 14.1 Activity Page  
DATE: \_\_\_\_\_

### A Famous Ship

- What is the USS *Constitution*?
  - The USS *Constitution* is a ship used in the War of 1812.
  - The USS *Constitution* is a document that lays out the laws of the United States.
  - The USS *Constitution* is a famous building.
 Page 38
- What is the Constitution?
  - The Constitution is a ship used in the War of 1812.
  - The Constitution is a document that lays out the laws of the United States.
  - The Constitution is a famous building.
 Page 40
- What nickname was the USS *Constitution* given?
  - "Old Glory"
  - "Old Ironsides"
  - "Old Hickory"
 Page 44

Skills 6

69

- Which sentence best describes the later history of the USS *Constitution*?
  - The USS *Constitution* fought six more battles and won three of them.
  - The USS *Constitution* fought ten more battles but was beaten in the tenth.
  - The USS *Constitution* fought more than twenty battles and was never defeated.
 Page 44
- If you wanted to see the USS *Constitution* today, where would you need to go?
  - Boston
  - New York
  - Washington, D.C.
 Page 45

70

Skills 6

NAME: \_\_\_\_\_ 14.2 Activity Page  
DATE: \_\_\_\_\_

### Fill in the Blank

Use the best word from the box to complete each sentence.

igloo	media	item	impossible	chilly	chili
medium	violin	piano	curious	spaghetti	India

- Mom made chili beans and rice for supper.
- The strings on a violin are hard to hold down.
- I need to practice before my piano lesson.
- My teacher says that I am very curious because I ask lots of questions and like to learn about new things.
- I like spaghetti and meatballs best of all.
- An igloo is a home made of ice.
- I needed my coat, as it was a chilly spring day.
- It is impossible to travel in time.
- We have one item too many for the quick checkout line at the grocery store.

Skills 6

71

- I need a medium size shirt, not a small size.
- India is the name of a country.
- The news media reported on the recent election results.

72

Skills 6

NAME: \_\_\_\_\_ 14.4 Take-Home  
DATE: \_\_\_\_\_

### Mixed Practice

Dear Family Member,

Please have your child:

- Read aloud all of the words in the box.
  - Read aloud all of the sentences.
  - Then, ask your child to fill in the missing word in each sentence.
- Remind your child to read the sentences again to make sure the words he or she has written make sense.

pizza	taxi	phone	polar	dollar	color
alphabet	head	bread	author	thread	school

- I go to school every day.
- Can you sing the alphabet song?
- We must take a taxi to the airport.
- I need a needle and thread to fix your pants.
- Mom lost her cell phone.
- I need a hat for my head.
- The author writes books.

Skills 6

75

pizza	taxi	phone	polar	dollar	color
alphabet	head	bread	author	thread	school

- I like pepperoni pizza best of all.
- Could I have a dollar to purchase some candy?
- I like to eat bread and butter with spaghetti.
- The polar bear lives at the North Pole.
- What color are your eyes?

76

Skills 6

NAME: \_\_\_\_\_ 15.2 Activity Page  
DATE: \_\_\_\_\_

### The Attack on Washington, D.C.

The sentences below are in the wrong order. Use the numbers 1–5 to put them in the right order.

- 5 Dolley Madison ran out the door of the President's House to safety.
- 1 President Madison ordered some soldiers to stay at the President's House to protect Mrs. Madison.
- 4 Dolley Madison ordered slaves and servants to take the painting of George Washington out of its frame.
- 3 The U.S. Army was defeated by the British outside of Washington, D.C.
- 2 President Madison jumped on his horse and rode off to support the troops.

Skills 6

79

If you had been alive during the attack on Washington, D.C., how would you have helped Dolley Madison? Use information from the chapter in your answer.

Answers may vary.

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80

Skills 6

NAME: \_\_\_\_\_ 15.3 Activity Page  
DATE: \_\_\_\_\_

### Run-On Sentences and Apostrophes

Correct the run-on sentences. You may either rewrite the run-on sentence as two separate sentences with correct punctuation, or you may combine the ideas of the run-on sentence to create one sentence.

1. Take the trash to the trash can bring the paper to the trash can.  
Take the trash and bring the paper to the trash can.  
OR Take the trash to the trash can. Bring the paper to the trash can.
2. The soup was hot the soup was tasty.  
The soup was hot and tasty.  
OR The soup was hot. The soup was tasty.
3. Matt likes sausage Matt likes eggs.  
Matt likes sausage and eggs.  
OR Matt likes sausage. Matt likes eggs.
4. We can go to the park we can go to the store.  
We can go to the park and the store.  
OR We can go to the park. We can go to the store.
5. I like to eat ice cream I like to eat cookies.  
I like to eat ice cream and cookies.  
OR I like to eat ice cream. I like to eat cookies.

Skills 6

81

Draw a circle around the correct way to write the contraction.

6. wouldn't' would'nt wouldn't
7. aren't arent' are'nt
8. wo'nt won't wont'

Write the proper and common nouns showing what belongs to the person named in the proper noun.

9. Marissa has a bike Marissa's bike
10. Jackson has a snake Jackson's snake

82

Skills 6



NAME: \_\_\_\_\_ 16.3 Take-Home  
DATE: \_\_\_\_\_

### Alphabetize Words

Read the words in the box aloud to a family member. When there are two words that start with the same letter, underline the second letter in each word. Then, write all the words in alphabetical order.

support Congress cannon Madison battle	monarchy merchants hawks president march
1. <u>b</u> attle	1. <u>h</u> awks
2. <u>c</u> annon	2. <u>m</u> arch
3. <u>C</u> ongress	3. <u>m</u> erchants
4. <u>M</u> adison	4. <u>m</u> onarchy
5. <u>s</u> upport	5. <u>p</u> resident
troops Ironsides impressment Washington navy	British Dolley death paved painting
1. <u>i</u> mpressment	1. <u>B</u> ritish
2. <u>I</u> ronsides	2. <u>d</u> eath
3. <u>n</u> avy	3. <u>D</u> olley
4. <u>t</u> roops	4. <u>p</u> ainting
5. <u>W</u> ashington	5. <u>p</u> aved

Skills 6

87

NAME: \_\_\_\_\_ 17.2 Activity Page  
DATE: \_\_\_\_\_

### Same or Different?

Write *same* if the underlined letters stand for the same sound. Write *different* if the letters stand for different sounds.

1. stamp <u>e</u> d	reveal	<u>s</u> ame
2. incre <u>a</u> se	inst <u>e</u> ad	<u>d</u> ifferent
3. <u>ch</u> aracter	<u>ch</u> urch	<u>d</u> ifferent
4. act <u>o</u> r	bur <u>p</u>	<u>s</u> ame
5. <u>J</u> oseph	<u>F</u> rank	<u>s</u> ame
6. coll <u>a</u> r	har <u>b</u> or	<u>d</u> ifferent
7. jeal <u>o</u> us	meadow	<u>s</u> ame
8. slip <u>p</u> ery	reason	<u>s</u> ame
9. squirr <u>e</u> l	doll <u>a</u> r	<u>s</u> ame
10. <u>ch</u> imney	stomach	<u>d</u> ifferent
11. stuff <u>y</u>	triumph	<u>s</u> ame
12. stea <u>d</u> y	leath <u>e</u> r	<u>s</u> ame
13. kindergart <u>e</u> n	pol <u>a</u> r	<u>d</u> ifferent
14. arm <u>o</u> r	popcorn	<u>d</u> ifferent
15. br <u>e</u> ad	healt <u>h</u>	<u>s</u> ame
16. hiccup	ech <u>o</u>	<u>s</u> ame
17. aspirin	alphab <u>e</u> t	<u>d</u> ifferent
18. rep <u>e</u> at	heav <u>e</u> n	<u>d</u> ifferent

Skills 6

91

NAME: \_\_\_\_\_ 17.3 Activity Page  
DATE: \_\_\_\_\_

### Verbs and Adverbs

Read each sentence and put a wiggly line under the verb and a triangle around each adverb. Then, draw an arrow from the adverb, pointing to the verb it modifies.

- Mark runs quickly.
- Trish sang sweetly.
- The team played nicely in the last game.
- The rain fell gently.
- The thunder cracked loudly.
- We ate our dinner hurriedly.
- She colored neatly.
- Kim smoothly skated around the rink.
- The puppy snored loudly.
- The car slowly turned at the corner.

Skills 6

93

NAME: \_\_\_\_\_ 17.5 Take-Home  
DATE: \_\_\_\_\_

### Run-On Sentences

Correct the run-on sentences. You may either rewrite the run-on sentence as two separate sentences with the correct punctuation and capitalization, or you may combine the ideas of the run-on sentence to create one sentence.

- Madison scowled Dennis scowled.  
Madison and Dennis scowled.
- OR Madison scowled. Dennis scowled.
- The teacher smiled the students smiled.  
The teacher and students smiled.
- OR The teacher smiled. The students smiled.
- The crows flew away the doves flew away.  
The crows and doves flew away.
- OR The crows flew away. The doves flew away.
- Her attitude improved her performance improved.  
Her attitude and performance improved.
- OR Her attitude improved. Her performance improved.

Skills 6

97

5. The kids enjoyed it the adults enjoyed it

The kids and the adults enjoyed it.

OR The kids enjoyed it. The adults enjoyed it.

NAME: \_\_\_\_\_ 18.1 Activity Page  
DATE: \_\_\_\_\_

### The Burning of Washington, D.C.

1. What city did the U.S. Army burn?

- A. York, New York  
B. York, Canada  
C. Washington, D.C.

Page 54

2. What city did the British Army burn?

- A. York, New York  
B. York, Canada  
C. Washington, D.C.

Page 54

3. What did the British soldiers do while they were in the President's House?

- A. The soldiers set the Capitol on fire.  
B. The soldiers ate the food.  
C. The soldiers took the painting of George Washington.

Page 56

4. What are some things that the British soldiers stole from the President's House?

- A. spoons and forks  
B. the picture of George Washington  
C. the Capitol door

Page 56

NAME: \_\_\_\_\_ 20.2 Activity Page  
DATE: \_\_\_\_\_

### The Attack on Baltimore

1. What was Fort McHenry?

- A. Fort McHenry was a large fort that protected York.  
B. Fort McHenry was a large fort that protected Baltimore.  
C. Fort McHenry was a large fort that protected Washington, D.C.

Page 62

2. Why did the Americans sink their ships in Baltimore harbor?

- A. They sunk their ships to keep the British ships from getting too close.  
B. They sunk their ships to keep the British Navy from stealing them.  
C. They sunk their ships to make the British Navy think that they were giving up.

Page 62

3. What did the soldiers in Fort McHenry ask Mary Pickersgill to make?

- A. They asked her to make a pie.  
B. They asked her to make a flag.  
C. They asked her to make a ship.

Page 64

4. What happened when the British Army attacked Baltimore by land?
- (A.) The U.S. Army stopped them.
  - B. The American commander was killed.
  - C. The British defeated the U. S. Army and entered Baltimore.

Page 68

5. Why are there fifty stars on the U.S. flag today?

Each star stands for one of the fifty states.

Page 64

6. What do the thirteen stripes on the U.S. flag stand for?

Each stripe stands for one of the thirteen original colonies.

Page 64

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Skills 6

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 21.1

Activity Page

### Francis Scott Key and the National Anthem

If a statement is true, write "true" on the line. If a statement is false, write "false" on the line. Write the page number where you found the answer.

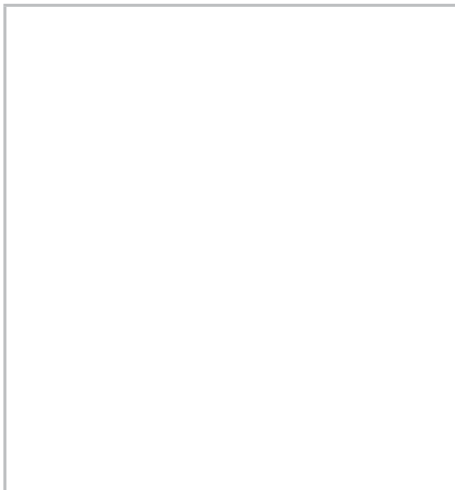
- British ships opened fire on Fort McHenry on June 13, 1913. false  
Page 70
- The soldiers in Fort McHenry fired back at the British ships and sank ten of them. false  
Page 70
- The guns in Fort McHenry were so old that they could not hit the British ships. true  
Page 70
- In the end, the troops in Fort McHenry had to give up and take down the U.S. flag. false  
Page 74
- Francis Scott Key was an American soldier. false  
Page 72

Skills 6

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6. Francis Scott Key wrote a poem about the attack on Fort McHenry. true  
Page 76

7. Make a drawing of the attack on Fort McHenry.



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Skills 6

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 21.2

Activity Page

### Find the Secret Message

Find the hidden message by completing each sentence with a word from the box. Then match the numbers to the letters to reveal a secret message just for you!

alphabet	phone	head	bread	polar
dollar	harbor	color	ski	piano
anchor	school	animal	April	fossil
pencil	about	camel	China	nation

- I dug up a very old F O S S I L<sub>1</sub> that had a leaf imprint on it.
- Can you sing the A L P H A B E T<sub>3</sub> song?
- May I use your cell P H O N E<sub>12</sub> to make a call?
- The N A T I O N<sub>6</sub> of the United States is located on the continent of North America.
- A person might ride a C A M E L<sub>9</sub> in the desert to get from one place to another.
- Do you have a favorite A N I M A L<sub>14</sub> that you would like as a pet?

Skills 6

111

alphabet	phone	head	bread	polar
dollar	harbor	color	ski	piano
anchor	school	animal	April	fossil
pencil	about	camel	China	nation

- I need to take some medicine for my H E A D ache.
- May I have a D O L L A R to buy a toy?
- Are you learning to play the P I A N O by taking lessons?
- I would like to learn A B O U T animals that live at the North Pole.
- I will write a report for my class at S C H O O L about the animals at the North Pole.
- I will use my paper and P E N C I L for notes.
- Do you think there will be snow so we can S K I?
- Did you know that a P O L A R bear is all white?

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Skills 6

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 21.2 Activity Page

CONTINUED

alphabet	phone	head	bread	polar
dollar	harbor	color	ski	piano
anchor	school	animal	April	fossil
pencil	about	camel	China	nation

- I think the C O L O R of the animals' fur at the North Pole helps them survive.
  - A ship drops its A N C H O R when it wants to stay in one place.
  - Long ago on ships, sailors ate a kind of hard B R E A D called hardtack.
  - Often ships would leave in the month of A P R I L and not arrive until June.
- Y O U A R E
- G O O D A T
- S O L V I N G
- P U ZZ L E S !

Skills 6

113

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 21.5 Take-Home

### Alphabetize Words

Read the words in the box aloud to a family member. When there are two words that start with the same letter, underline the second letter in each word. Then, write the words in alphabetical order.

poem harbor flag stripe ship	bomb commander giant McHenry brave
1. <u>flag</u>	1. <u>bomb</u>
2. <u>harbor</u>	2. <u>brave</u>
3. <u>poem</u>	3. <u>commander</u>
4. <u>ship</u>	4. <u>giant</u>
5. <u>stripe</u>	5. <u>McHenry</u>
ransacked anthem dawn rockets White House	construct burned fifteen ports stitching
1. <u>anthem</u>	1. <u>burned</u>
2. <u>dawn</u>	2. <u>construct</u>
3. <u>ransacked</u>	3. <u>fifteen</u>
4. <u>rockets</u>	4. <u>ports</u>
5. <u>White House</u>	5. <u>stitching</u>

Skills 6

119

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 22.1 Activity Page

### Topic Sentences

Draw a box around the topic sentence of each paragraph.

Cookies are the best treat. They are very sweet and very tasty. Also, there are lots of different yummy flavors of cookies. If you get tired of one kind of cookie, you can always try another kind. I can't think of one thing that's bad about cookies.

Joyce is not good at singing. When she sings, she can never seem to hit the right notes. If she is supposed to sing high, Joyce sings low. If she is supposed to sing low, Joyce sings high. Even Joyce's dog runs away when she sings!

Hugo is good at drawing. In fact, he once won a drawing contest. Hugo drew a car for the contest, but he can draw all sorts of things. If you ask Hugo to draw an animal or a person or a plant, his drawing will look just like the real thing. He is the best artist I know.

Skills 6

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NAME: \_\_\_\_\_ 22.3 Activity Page  
DATE: \_\_\_\_\_

### Find the Secret Message

Find the hidden message by completing each sentence with a word from the box. Then match the numbers to the letters to reveal a secret message just for you!

spaghetti	cafeteria	broccoli	salami	kiwi
lollipop	chili	Italian	zucchini	pizza

- We had lunch in the C A F E T E R I A.  
6 3 8
- There were many kinds of food, but I like I T A L I A N food best of all.  
9 10
- I could not decide between S P A G H E T T I noodles or a slice of P I Z Z A.  
5 4
- Then I saw the S A L A M I and cheese sub.  
11
- Maybe I should have the fruit and veggie plate with B R O C C O L I, Z U C C H I N I, and K I W I.  
1 2

Skills 6

125

spaghetti	cafeteria	broccoli	salami	kiwi
lollipop	chili	Italian	zucchini	pizza

- It was all too much to choose. So I just had a bowl of C H I L I and crackers.
- Then I had a grape L O L L I P O P for dessert.  
7

W 1	H 2	A 4	T 9
	A 11	N 10	
E 3	F 6	F 6	O 7
		R 8	I 5

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Skills 6

NAME: \_\_\_\_\_ 23.1 Activity Page  
DATE: \_\_\_\_\_

### Andrew Jackson

Answer each question with a complete sentence.

- Why was New Orleans an important city in 1814?  
It was an important, big port at the mouth of the Mississippi River, where goods were sold and traded.
- Who led the U.S. Army that was sent to defend New Orleans?  
Andrew Jackson led the U.S. Army that was sent to defend New Orleans.
- Why did Andrew Jackson dislike the British?  
He had been taken prisoner by the British during the Revolution and was treated badly.

Skills 6

127

- Why was Andrew Jackson nicknamed "Old Hickory"?  
He was as strong as a knotty old piece of hickory.
- Who did Andrew Jackson ask to join his army?  
He asked farmers, free African Americans, Native Americans, and even pirates.

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Skills 6

NAME: \_\_\_\_\_ 23.3 Activity Page  
DATE: \_\_\_\_\_

### Alphabetize Words

Place the words from the box in alphabetical order on the lines below.

music	cat	matches	copper	meatball
cute	city	motion	mighty	cell

1. cat
2. cell
3. city
4. copper
5. cute
6. matches
7. meatball
8. mighty
9. motion
10. music

Skills 6

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NAME: \_\_\_\_\_ 23.5 Take Home  
DATE: \_\_\_\_\_

### Review 'tion' and 'le'

Use the clues to find the words from the box and solve the puzzle. Hint: You will not use all of the words in the word box.

lotion	puzzle	wiggle	eagle	travel
single	station	pickle	vacation	apple

#### Across

1. Cream for your dry hands
6. Time off, often in summer
7. A bird
9. This is a crossword \_\_\_\_\_.

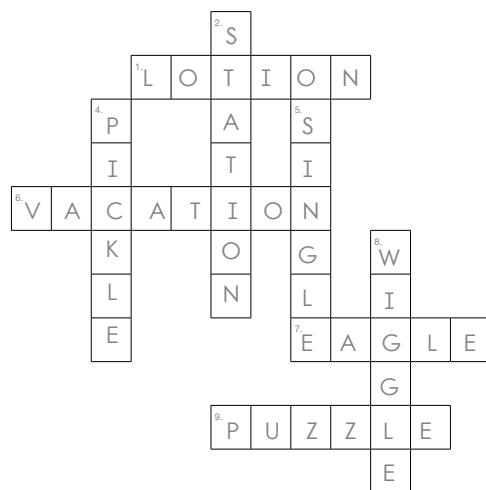
#### Down

2. Fire \_\_\_\_\_
4. Dill \_\_\_\_\_
5. Only one
8. Move around

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Skills 6

NAME: \_\_\_\_\_ 23.5 Take Home  
DATE: \_\_\_\_\_ CONTINUED



Skills 6

137

NAME: \_\_\_\_\_ 24.1 Activity Page  
DATE: \_\_\_\_\_

### Practice Grammar

Part 1. Correct the capitalization and add punctuation for each sentence. Rewrite the sentence.

1. john and nancy went on a trip to the city of washington to see the cherry blossoms (4)  
John and Nancy went on a trip to the city of Washington to see the cherry blossoms.
2. our class has a pet hamster named homer (3)  
Our class has a pet hamster named Homer.
3. is the hummingbird the smallest bird in the world (2)  
Is the hummingbird the smallest bird in the world?

Skills 6

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**Part 2. Change the following singular nouns to plural nouns.**

fox foxes  
 dog dogs  
 cat cats  
 bird birds  
 horse horses

**Part 3. Circle the correct tense of the verb in each sentence.**

- Our class will go on a trip tomorrow. present past future
- We are reading our books. present past future
- We wrote a story about Mr. Mowse. present past future
- We will eat lunch at noon. present past future
- Our bus was late this morning. present past future

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Skills 6

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **24.1** Activity Page  
CONTINUED

**Part 4. Circle "complete" if the item is a complete sentence or "incomplete" if it is not a sentence. Remember that a complete sentence has both a subject and a predicate.**

- Ice cream cone. complete incomplete
- I like vanilla best. complete incomplete
- It is cold. complete incomplete
- My lips are frozen. complete incomplete
- Vanilla ice cream cones. complete incomplete

**Part 5. Combine the ideas of the run-on sentences in each item to write a single sentence with correct capitalization and punctuation.**

- the cat is fuzzy the cat is soft the cat is gentle  
The cat is fuzzy, soft, and gentle.
- broccoli is green zucchini are green kiwis are green  
Broccoli, zucchini, and kiwis are green.

Skills 6

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NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **25.2** Activity Page

**The End of the War**

- Who won the Battle of New Orleans?
  - The British won.
  - The French won.
  - C. The Americans won.
 Page 88
- A peace treaty was signed on December 24, 1814. Why did the British and the Americans keep fighting?
  - A. They did not know about the treaty.
  - They did not want the war to end.
  - A new war had started.
 Page 88
- Who won the War of 1812?
  - The British won the War of 1812.
  - The Americans won the War of 1812.
  - C. There was not really a clear winner.
 Page 90

Skills 6

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- Which person that you read about appears on the twenty dollar bill?
  - Henry Clay
  - B. Andrew Jackson
  - James Madison
 Page 91
- Is there anything else about the War of 1812 that you would like to learn? Write any questions that you still have or things you are wondering about.

Answers may vary.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Skills 6

146

NAME: \_\_\_\_\_ 25.4 Activity Page  
DATE: \_\_\_\_\_

### Fill in the Blank

Use the best word from the box to complete each sentence.

watercolors	Wanda	Watkins	waffle
wands	wash	water	wander

1. Watkins Llama likes green pajamas.
2. Wanda Swan floats on water.
3. I need some more shampoo to wash my hair.
4. I like jam on my waffle for breakfast.
5. Wanda and Watkins like to pretend to use their wands to make magic.
6. I need some water to add to the cake mix.
7. In art class, we get to paint with watercolors.
8. Mom asked me to watch my baby brother while he played outside in the yard, so he did not wander off and get lost.

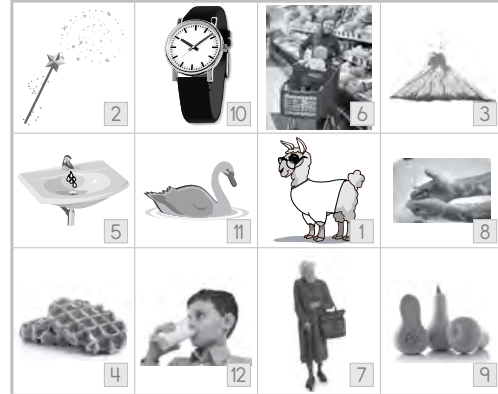
Skills 6

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NAME: \_\_\_\_\_ 26.1 Activity Page  
DATE: \_\_\_\_\_

### Matching Pictures and Sentences

Write the number of the sentence that matches each picture in the box.



1. Watkins Llama has on pajamas.
2. Can you see the magic wand?

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Skills 6

NAME: \_\_\_\_\_ 26.4 Take-Home  
DATE: \_\_\_\_\_

### Alphabetize Words

Read all of the words aloud. Then, write them in alphabetical order. Hint: You may want to number the words in the box first.

general	mortar	ragtag	knotty	peace
treaty	soldiers	Mississippi	traders	river
goods	highways	drains	orphan	New Orleans
fired	proud	streak	defend	hickory

1. defend
2. drains
3. fired
4. general
5. goods
6. hickory
7. highways
8. knotty
9. Mississippi
10. mortar
11. New Orleans
12. orphan
13. peace
14. proud
15. ragtag
16. river
17. soldiers
18. streak
19. traders
20. treaty

Skills 6

159

NAME: \_\_\_\_\_ 27.1 Assessment  
DATE: \_\_\_\_\_

### The War of 1812

Circle the correct answer.

1. During the War of 1812, the United States fought against \_\_\_\_\_.  
A. the Americans  
B. the British  
C. the French  
D. the Spanish
2. During the War of 1812, the president of the United States was \_\_\_\_\_.  
A. Thomas Jefferson  
B. Andrew Jackson  
C. Dolley Madison  
D. James Madison
3. Why were many Americans angry with the British in 1812?  
A. The British were unfairly taxing the Americans.  
B. The British had taken Dolley Madison prisoner.  
C. The British were forcing Americans to serve in the British Navy by impressment and were also trading with Native Americans.  
D. The British would not sell tea to the Americans.

Skills 6

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4. What was the USS *Constitution*?
- A. The USS *Constitution* was a fort that the British attacked during the War of 1812.
  - ☒ B. The USS *Constitution* was a ship that fought many battles during the War of 1812.
  - C. The USS *Constitution* was a document that declared the United States independent of Great Britain.
  - D. The USS *Constitution* was a building in Washington, D.C.
5. Why was the USS *Constitution* nicknamed “Old Ironsides”?
- A. It was the first American ship made of iron.
  - B. It was a very old ship used during the Revolutionary War.
  - ☒ C. Even though it was attacked and hit by many cannon balls in different battles, the sides of the ship did not crumble and the ship did not sink.
  - D. It was nicknamed after Andrew Jackson, a general in the War of 1812.
6. Where is the White House?
- A. Baltimore
  - B. New Orleans
  - ☒ C. Washington, D.C.

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Skills 6

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**27.1**  
CONTINUED

Assessment

7. What happened to the President’s House during the War of 1812?
- A. The U.S. Army attacked and burned it.
  - B. The U.S. Army made a fort there.
  - C. Andrew Jackson wrote a song about it.
  - ☒ D. The British Army attacked and burned it.
8. Why did Mary Pickersgill make a flag for Fort McHenry?
- A. The British soldiers asked her to make a big flag.
  - B. The old flag had been destroyed.
  - ☒ C. The American soldiers wanted a very big American flag for the fort.
  - D. She hoped that Dolley Madison would see the flag.
9. Who saw the attack on Fort McHenry and wrote a poem that begins, “O say can you see,” that became our national anthem?
- ☒ A. Francis Scott Key
  - B. Dolley Madison
  - C. Andrew Jackson
  - D. James Madison

Skills 6

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10. Who led the army that defended New Orleans during the Battle of New Orleans?
- A. Francis Scott Key
  - B. Dolley Madison
  - ☒ C. Andrew Jackson
  - D. James Madison
11. Why did the British and American soldiers still fight the Battle of New Orleans after a treaty had been agreed to?
- A. The soldiers in New Orleans were still angry with one another.
  - B. The soldiers in New Orleans did not agree with the treaty.
  - ☒ C. The soldiers in New Orleans did not know that the treaty had been agreed to.
  - D. The soldiers in New Orleans wanted to start a new war.
12. Name two adjectives to describe Francis Scott Key and tell why you chose them. Use examples of things that Key said or did.

Answers may vary.

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Skills 6

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**27.4**

Activity Page

### Complete or Incomplete Sentence?

Circle *complete* or *incomplete* for each of the following. If it is a complete sentence, place the correct punctuation in the sentence.

- |                                  |                 |                   |
|----------------------------------|-----------------|-------------------|
| 1. The girls have some good news | <u>complete</u> | incomplete        |
| 2. Got a puppy                   | complete        | <u>incomplete</u> |
| 3. The cutest kitten             | complete        | <u>incomplete</u> |
| 4. Sam really likes pizza        | <u>complete</u> | incomplete        |
| 5. His name is Freckles          | <u>complete</u> | incomplete        |
| 6. Went to school                | complete        | <u>incomplete</u> |
| 7. The beach is fun              | <u>complete</u> | incomplete        |
| 8. Did you get the dress         | <u>complete</u> | incomplete        |
| 9. What time is the show         | <u>complete</u> | incomplete        |
| 10. Maybe Stacey                 | complete        | <u>incomplete</u> |

Skills 6

169

NAME: \_\_\_\_\_ 28.1 Activity Page  
DATE: \_\_\_\_\_

### The War of 1812 A Report by Mr. Mowse

Select and mark the topic sentence 'TS' and concluding sentence 'CS' in this paragraph. Then, number the remaining sentences that provide supporting details in the correct order.

- 1 The British were kidnapping men from American ships to make them serve in the British Navy.
- TS There were many reasons that the Americans declared war on the British in 1812.
- 2 This was called impressment.
- CS But he finally decided and the United States went to war with Great Britain.
- 4 President Madison was not sure if he should declare war or not.
- 3 Also, the British were trading with Native Americans, which made the settlers in the west very afraid.

Skills 6

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Select and mark the topic sentence 'TS' and concluding sentence 'CS' in this paragraph. Then, number the remaining sentences that provide supporting details in the correct order.

- 1 She rolled up the portrait and took it along with important American documents, so that the British would not get them.
- TS The British burned Washington, D.C.
- 2 One important event during the War of 1812 was the attack on Washington, D.C.
- CS Dolley Madison was alone at the President's House with just a few servants.
- 4 There were other battles during the War of 1812, but the attack on Washington, D.C., was one of the most important.
- 3 When she heard that the British were coming, Dolley Madison told her servants to take the portrait of George Washington from its frame.

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Skills 6

NAME: \_\_\_\_\_ 28.2 Activity Page  
DATE: \_\_\_\_\_

### Staying on Topic

For each paragraph, underline the topic sentence and cross out the sentence that does not stay on the topic.

- Vegetables come in many different colors. Some vegetables are green like beans and lettuce. Some vegetables are yellow like squash. ~~Sometimes meat is red.~~ Other vegetables, like carrots, are even orange.
- I visit the dentist for a checkup two times a year. The dentist checks my teeth for cavities. ~~A vet helps sick animals.~~ Then, the dentist cleans my teeth and flosses them. After that, the dentist lets me pick out a toothbrush. When I leave the dentist's office, my teeth are so clean!
- Clara jumps out of bed excitedly. Today is the day that her class is going to the zoo. As she brushes her teeth, Clara wonders what animals she will see at the zoo. ~~Last week, Clara went with her dad to get the car fixed.~~ She hopes that she'll see the tigers and the bears at the zoo. But she knows that even if she doesn't see them, her day will still be amazing.

Skills 6

173

NAME: \_\_\_\_\_ 28.3 Activity Page  
DATE: \_\_\_\_\_

### Alphabetize Words

Write the words in the box in alphabetical order on the lines below. You may want to number the words in the box first.

cymbal	cell	crest	cost	candle
circle	cat	cubby	change	clam

- candle
- cat
- cell
- change
- circle
- clam
- cost
- crest
- cubby
- cymbal

Skills 6

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NAME: \_\_\_\_\_ 28.4 Activity Page  
DATE: \_\_\_\_\_

### Find the Secret Message

Find the hidden message by completing each sentence with a word from the box. Then match the numbers to the letters to reveal a secret message just for you!

water	apple	shampoo	mistake	appetite	salt	nap
walrus	radishes	cable	drama	squatted	washed	halo

- May I have an A P P L E and a glass of W A T E R for snack after my N A P?
- I made a M I S T A K E and used the pepper instead of the S A L T!
- The trainer S Q U A T T E D down to feed a fish to the W A L R U S swimming in the pool at the zoo.
- I wore a H A L O as part of my costume in the D R A M A we performed at school.
- My mom put R A D I S H E S in the salad.

Skills 6

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water	apple	shampoo	mistake	appetite	salt	nap
walrus	radishes	cable	drama	squatted	washed	halo

- The telephone C A B L E fell down from the telephone pole in the storm.
- I W A S H E D my hair with S H A M P O O.
- I did not have an A P P E T I T E and was not hungry because I was sick.

<u>W</u> 1	<u>A</u> 2	<u>T</u> 3	<u>K</u> 4	<u>I</u> 5	<u>N</u> 6	<u>S</u> 7
		<u>I</u> 8	<u>S</u> 9			
<u>C</u> 10	<u>O</u> 11	<u>O</u> 12	<u>L</u> 13			

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Skills 6

NAME: \_\_\_\_\_ 28.5 Take-Home  
DATE: \_\_\_\_\_

### Staying on Topic

For each paragraph, underline the topic sentence and cross out the sentence that does not stay on the topic.

- Summer is the best season. When it is summertime, I get to swim in the lake by my house. I also get to go to the beach with my family. ~~When it is wintertime, I get to go sledding.~~ That is why I like summer best of all.
- Last Halloween, Linda dressed up in a pink, silk princess costume. She even wore a silver crown on her head. ~~Early wore a witch costume.~~ She really looked like a princess. Linda's princess costume was great!
- ~~Gertrude did not enjoy her walk in the forest.~~ As she walked, branches from the trees scratched her arms and legs. It was very hot and there were lots of flies. ~~Gertrude really likes to eat French fries.~~ Then, there was a loud howling in the forest that really scared Gertrude. She decided that the next time she takes a walk, she will walk in the park!

Skills 6

179

NAME: \_\_\_\_\_ 29.1 Activity Page  
DATE: \_\_\_\_\_

### The Writing Process for Reports

#### Plan



- Choose a topic
- Gather information
- Read and take notes

#### Draft



- Organize notes
- Write paragraphs

#### Edit



- Use editing checklist
- List references
- Add illustrations

Skills 6

181

NAME: \_\_\_\_\_ 30.2 Activity Page  
DATE: \_\_\_\_\_

### Identify Topic and Irrelevant Sentences

Read all of the sentences in each set. One of the sentences in each set is a topic sentence; underline that sentence. Most of the other sentences in the set are supporting details for the topic sentence. But there is one sentence in each set that does not belong because it does not stay on the topic. Cross out this sentence.

#### Set 1:

If you are interested in art, there are many art museums that you can visit.

If you like going to shows, you can choose from many different dramas and plays.

New York City is a wonderful place to visit.

There are also many different kinds of restaurants, so you can find just about anything you want to eat.

~~Valentine's Day is in February.~~

Skills 6

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#### Set 2:

You must be sure to give a dog food and clean water each day.

Taking care of a dog as a pet is a big responsibility.

~~Birds make their nests in the spring.~~

You also need to walk a dog or let him outside at least three times a day.

It is important that a dog has a comfortable, dry place to sleep.

#### Set 3:

Francis Scott Key wrote a poem while watching the attack on Fort McHenry.

~~Andrew Jackson led the army in the Battle of New Orleans.~~

This poem later became a song known as "The Star-Spangled Banner," which is now our national anthem.

Key watched the American flag at Fort McHenry during the entire battle.

He was inspired to write the poem when he saw that the flag was still waving at Fort McHenry the morning after the battle.

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Skills 6

NAME: \_\_\_\_\_ 31.1 Activity Page  
DATE: \_\_\_\_\_

### Take Notes on "Our National Anthem"

1. What do the words of our national anthem describe?

what Francis Scott Key saw during the  
attack on Fort McHenry

2. When singing our national anthem, how should people behave?

stand still, look at the flag until the anthem is  
over

Skills 6

193

3. How do people show respect for the flag?

salute it, never let it touch the ground

4. How did the poem Francis Scott Key wrote become our national anthem?

words were set to music, tune was popular  
at the time

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Skills 6

NAME: \_\_\_\_\_ 32.1 Activity Page  
DATE: \_\_\_\_\_

### Take Notes on "Making Sense of the National Anthem"

1. What are the three times during the attack on Fort McHenry that Key looked for the flag?

just as the sun set, at night, at dawn

2. How could Key see the flag in the middle of the night?

The rockets and bombs lit up the sky.

Skills 6

195

3. Why couldn't Key see the flag just before the sun came up?

The attack ended so no bombs lit up the

sky.

4. Why was it important to Key to see if the flag was still flying after the attack ended?

meant the British had given up

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Skills 6

NAME: \_\_\_\_\_ 33.2 Assessment  
DATE: \_\_\_\_\_

### The Young Mouse

1. Which animal in the story had never left his mother's side?

A. The young cat had never left his mother's side.  
B. The young rooster had never left his mother's side.  
☒ C. The young mouse had never left his mother's side.  
D. The young fox had never left his mother's side.

2. When it says the animal never left his mother's side, it means . . .

A. The animal was stuck to his mother's side.  
☒ B. The animal always stayed next to or close by his mother.  
C. The animal always agreed with his mother.  
D. The animal always stayed on the right side of his mother.

3. Which animal was the young mouse most afraid of?

A. He was most afraid of the cat.  
☒ B. He was most afraid of the rooster.  
C. He was most afraid of the fox.  
D. He was most afraid of the dog.

4. Why did the young mouse want to meet the cat?

☒ A. He liked the way she looked.  
B. The cat saved him from the rooster.  
C. The cat and his mother were best pals.  
D. His mother told him that cats are nice.

Skills 6

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5. Why did the young mouse run for his life?

A. He was scared of the cat.  
☒ B. He was scared of the loud noise the rooster made.  
C. His mother told him to run.  
D. He was scared when a hunter fired a gun.

6. What did the mother mouse explain to her son?

A. She explained that roosters are very bad animals.  
☒ B. She explained that he was scared of the wrong animal.  
C. She explained that roosters like to eat cats.  
D. She explained that cats are nothing to be scared of.

7. If the rooster had not made the cock-a-doodle-doo noise, what probably would have happened?

A. The rooster and the mouse would have become pals.  
B. The rooster would have chased the mouse.  
☒ C. The cat would have eaten the mouse.  
D. The mouse would have chased the cat.

8. What is the moral of this story?

A. Never trust a rooster.  
B. Do unto others as you would have them do unto you.  
☒ C. Things are not always what they seem to be.  
D. Better late than never.

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Skills 6

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

PP.1 Activity Page

### /f/ > 'ph': Fill in the Blank

Use the best word from the box to to complete each sentence.

dolphin	graph	elephant	pharmacy	phobia
phone	trophy	phase	phonics	phony

- The bar graph shows that we like green apples best of all.
- Dad will call on his cell phone.
- My two-year-old sister is in a stubborn phase.
- Mom needs to stop by the pharmacy to pick up the pills the doctor prescribed for my sore throat.
- A dolphin lives in the sea, but it is a mammal that breathes air.

Skills 6

219

dolphin	graph	elephant	pharmacy	phobia
phone	trophy	phase	phonics	phony

- We study phonics every day in reading.
- I have a fear, or phobia, of spiders.
- He is such a fake, he is phony.
- The first place winner in the spelling bee got a trophy.
- We fed peanuts to the baby elephant at the zoo.

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Skills 6

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

PP.2 Activity Page

### Practice /f/ > 'ph'

Circle letter(s) in each column to make a word to fill in the blank.

- She has a \_\_\_\_\_ snake.

(ph)	u	ff	(y)
f	(o)	(n)	ea

- Please use my cell \_\_\_\_\_ to call 911.

(ph)	u	ff	y
p	(o)	(n)	(e)

- I can see the \_\_\_\_\_ swimming by the ship.

(d)	u	(l)	f	e	(n)	(s)
b	(o)	t	(ph)	(i)	m	z

- The acorn just sprouted, and the oak tree is in the seedling \_\_\_\_\_ of growth.

f	(a)	z	i
(ph)	u	(s)	(e)

Skills 6

221

- We learn \_\_\_\_\_ so we will be better readers.

f	u	e	g	z
(ph)	(o)	(n)	(i)	(cs)

- Please tell me if this is a sentence or a \_\_\_\_\_.

(ph)	rr	i	(s)	ee
ff	(r)	(a)	z	(e)

- I have a fear, or \_\_\_\_\_, of snakes.

f	u	(b)	e	o
(ph)	(o)	d	(i)	(a)

- I can sing the \_\_\_\_\_ song.

e	f	(a)	d	(e)	(t)
(al)	(ph)	u	(b)	k	k

- The ringing \_\_\_\_\_ woke me up.

(t)	i	(l)	a	(ph)	(o)	(n)	(e)
k	(e)	ll	(e)	ff	u	m	e

- We will make a bar \_\_\_\_\_ of our favorite candy.

gl	e	(ph)
(gr)	(a)	ff

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Skills 6

NAME: \_\_\_\_\_ PP.3 Activity Page  
DATE: \_\_\_\_\_

### Tricky Spelling 'ea': Word Sort

Sort the words by sound.

peach	bread	dead	cream	dream
health	dread	deaf	mean	wealth
spread	sweat	scream	thread	seam
tread	stream	team	beaver	steam

<p><b>'ea' &gt; /ee/ (beach)</b></p> <p>peach _____</p> <p>cream _____</p> <p>dream _____</p> <p>mean _____</p> <p>scream _____</p> <p>seam _____</p> <p>stream _____</p> <p>team _____</p> <p>beaver _____</p> <p>steam _____</p>	<p><b>'ea' &gt; /e/ (head)</b></p> <p>bread _____</p> <p>dead _____</p> <p>health _____</p> <p>dread _____</p> <p>deaf _____</p> <p>wealth _____</p> <p>spread _____</p> <p>sweat _____</p> <p>thread _____</p> <p>tread _____</p>
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Skills 6

223

NAME: \_\_\_\_\_ PP.4 Activity Page  
DATE: \_\_\_\_\_

### R-controlled Vowels: Find the Secret Message

Use the best word from the box to fill in the blank for each sentence. Then, use the numbered letters to help you find the secret message.

forward	diary	calendar	alligator	vapor
butter	forgot	author	dollars	collar

- The person who writes a book is called an A U T H O R.
- My shirt C O L L A R is crooked.
- Don't go back! Go F O R W A R D!
- The fierce A L L I G A T O R jumped out of the water.
- It will cost ten D O L L A R S to buy the toy truck.
- I F O R G O T to turn off the stove when I left home.
- Sam likes B U T T E R on warm bread.

Skills 6

225

forward	diary	calendar	alligator	vapor
butter	forgot	author	dollars	collar

- My sister writes in her D I A R Y every night before she goes to bed.
- The water V A P O R turned into fog.
- It is a new month; please turn the C A L E N D A R page.

Now solve the secret message by writing the letters that match the numbers.

Y O U A R E A  
4 2 3 1 5 9 1

S U P E R  
7 3 8 9 5

S T U D E N T!  
7 6 3 10 9 11 6

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Skills 6

NAME: \_\_\_\_\_ PP.5 Activity Page  
DATE: \_\_\_\_\_

### Tricky Spelling 'ch': Word Sort

Sort the words by sound.

ache	anchor	screech	ranch	rich
orchid	stomach	orchestra	porch	change
chemical	munch	chord	child	coach
chorus	grinch	lunch	echo	headache

<p><b>'ch' &gt; /ch/ (chin)</b></p> <p>screech _____</p> <p>ranch _____</p> <p>rich _____</p> <p>porch _____</p> <p>change _____</p> <p>munch _____</p> <p>child _____</p> <p>coach _____</p> <p>grinch _____</p> <p>lunch _____</p>	<p><b>'ch' &gt; /k/ (school)</b></p> <p>ache _____</p> <p>anchor _____</p> <p>orchid _____</p> <p>stomach _____</p> <p>orchestra _____</p> <p>chemical _____</p> <p>chord _____</p> <p>chorus _____</p> <p>echo _____</p> <p>headache _____</p>
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Skills 6

227

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

PP.6 Activity Page

### Practice 'i' > /ee/ (ski)

Use the clues to find the words from the box and solve the puzzle.

piano	pizza	patio	kiwi	media
alien	radio	India	taxi	confetti

#### Across

- It has 88 black and white keys.
- Could be from another planet
- TV is a type of \_\_\_\_\_.
- Outdoor deck or sitting place
- Car for hire
- Fuzzy food that is green inside

#### Down

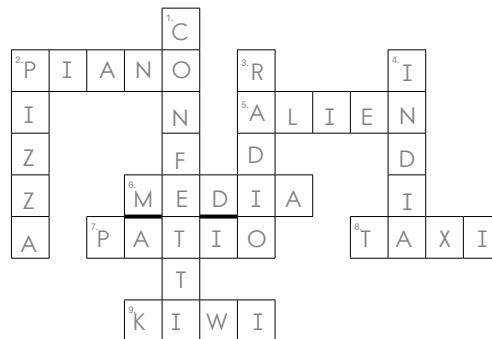
- Little bits of paper thrown at a party or celebration
- A slice is the shape of a triangle
- An AM and FM car \_\_\_\_\_
- A country in the Far East

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Skills 6

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

PP.6 Activity Page  
CONTINUED



Skills 6

231

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

PP.7 Activity Page

### /o/ > 'wa': Fill in the Blank

Use the best word from the box to complete each sentence.

swamp	wander	want	swat	water
swab	swallowing	wash	swap	watch

- The plant needs water.
- Can we swap books after we each finish reading our own?
- Your socks are dirty. You should wash them.
- Mom loves to watch the birds.
- Sometimes when I go shopping, I just like to wander around the store, looking at everything.
- Is that a gift that she would want?
- The puppy loves chewing and swallowing treats.
- The nurse used a piece of cotton to swab and clean my cut.
- I would not want to swim in a muddy swamp!
- There were so many flies at the beach, I used my towel to swat them.

Skills 6

233

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

PP.8 Activity Page

### /o/ > 'a' and 'wa' and /aw/ > 'al': Fill in the Blank

Use the best word from the box to complete each sentence.

grandma	walnut	wallet	squat	tall	ball
small	lava	wall	salt	pajamas	father

- Please pass the pepper and the salt.
- After molten lava cools, it turns into hard rock.
- Justin is short, but I am tall.
- Dad stuck the cash in his wallet.
- Would you like a big slice of cake or a small slice?
- I had to squat down to look under the counter for the pencil I dropped.
- Dad is a synonym for father.
- There is a painting hanging on the wall.
- Jeff kicked the rubber ball to the end of the playground.
- Please pass the nutcracker so I can crack open the walnut.
- My grandma baked cookies with me.
- On Saturday, I like to get up late and have breakfast in my pajamas.

Skills 6

235



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

PP.9 Activity Page

### Spelling Words Lessons 1–5

Use the clues to find the words from the box and solve the puzzle.  
Hint: You will not use all of the words in the word box.

noise	night	kneel	wrinkle	ripple
ferret	whistle	window	western	jungle
jolly	ginger	gentle	margin	photo
dolphin	graph	finish	traffic	Britain

#### Across

- A mammal that swims in the sea
- Soft and kind
- Not day
- You blow this to make a sound
- Happy

#### Down

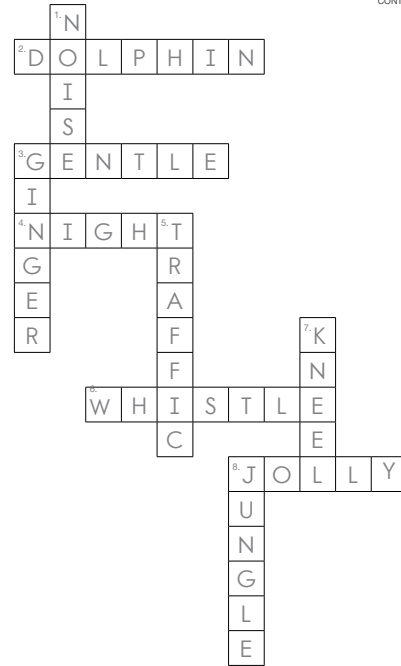
- Sounds
- A spicy cake-like bread
- Lots of cars and trucks
- To stoop
- Monkeys live here

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Skills 6

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

PP.9  
CONTINUED Activity Page



Skills 6

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

PP.10 Activity Page

### Spelling Words Lessons 6–10

Use the clues to find the words from the box and solve the puzzle.  
Hint: You will not use all of the words in the word box.

after	barber	camera	difference	birthday
swirling	perform	thirteen	chirping	burden
furnace	hamburger	turtle	organize	marker
parcel	ramparts	safari	informer	war

#### Across

- Use this to snap a photo
- Another word for package
- You have one every year
- Birds are doing this

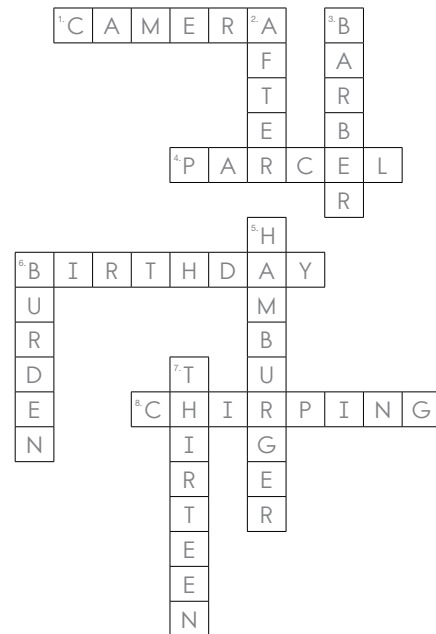
#### Down

- Not before
- Someone who cuts men's hair
- This is served on a bun
- Heavy load
- 11, 12, \_\_\_\_, 14

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Skills 6

PP.10  
CONTINUED Activity Page



Skills 6

243

NAME: \_\_\_\_\_ PP.11 Activity Page  
DATE: \_\_\_\_\_

### Spelling Words Lessons 11–15

Use the clues to find the words from the box and solve the puzzle.  
Hint: You will not use all of the words in the word box.

revenge	large	judge	fudge	nudge
huge	nation	attention	direction	fraction
locomotion	stations	option	action	change
range	cottage	addition	caption	Europe

#### Across

- You are driving in the wrong \_\_\_\_\_.
- Listen and pay \_\_\_\_\_!
- Another word for a country
- Small house
- A kind of candy

#### Down

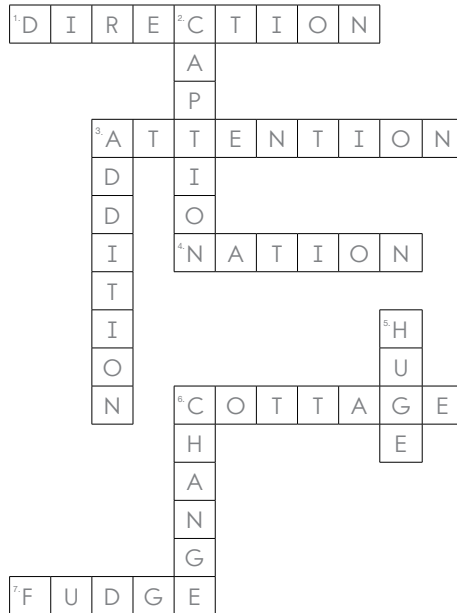
- Words under a photo
- Opposite of subtraction
- Very big
- To make different

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Skills 6

NAME: \_\_\_\_\_ PP.11 Activity Page  
DATE: \_\_\_\_\_

CONTINUED



Skills 6

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NAME: \_\_\_\_\_ PP.12 Activity Page  
DATE: \_\_\_\_\_

### Spelling Words Lessons 16–20

Use the clues to find the words from the box and solve the puzzle.  
Hint: You will not use all of the words in the word box.

Madison	president	Congress	British	Washington
impressment	cannon	death	Dolley	merchants
hawks	monarchy	navy	Ironsides	

#### Across

- Kidnapping men to serve in the navy
- \_\_\_\_\_ Madison
- When one dies

#### Down

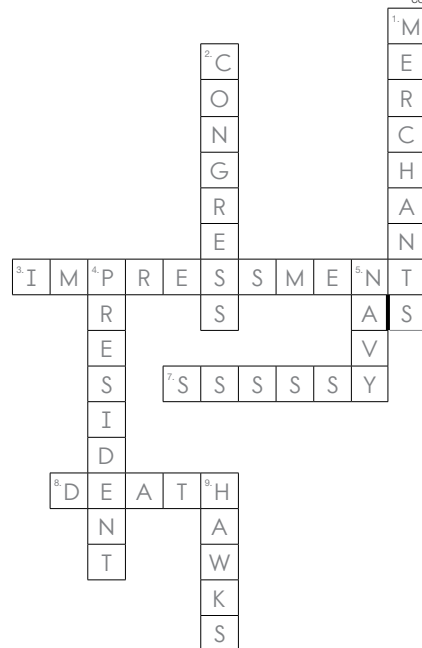
- People who sell things
- The Senate is part of this
- The head of the U.S.A.
- The group of soldiers who fight battles at sea
- These are also birds.

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Skills 6

NAME: \_\_\_\_\_ PP.12 Activity Page  
DATE: \_\_\_\_\_

CONTINUED



Skills 6

251

NAME: \_\_\_\_\_ PP.13 Activity Page  
DATE: \_\_\_\_\_

### Spelling Words Lessons 21–25

Use the clues to find the words from the box and solve the puzzle.  
Hint: You will not use all of the words in the word box.

ransacked	White House	harbor	flag	stripes
ship	commander	rockets	McHenry	brave
poem	anthem	dawn	port	poem

#### Across

- A place on the water near land, where ships load and unload cargo
- In charge of a ship
- President's home
- Old Ironsides is one
- Our flag has red and white ones

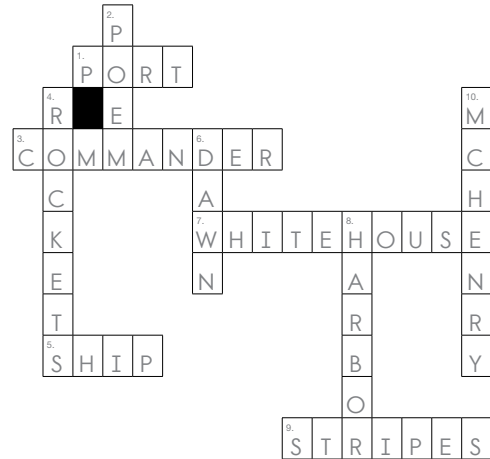
#### Down

- Francis Scott Key wrote a \_\_\_\_\_ about the battle he saw.
- Key saw their red glare
- When the sun rises
- Where ships anchor
- Fort \_\_\_\_\_

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Skills 6

NAME: \_\_\_\_\_ PP.13 Activity Page  
DATE: \_\_\_\_\_ CONTINUED



Skills 6

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NAME: \_\_\_\_\_ PP.14 Activity Page  
DATE: \_\_\_\_\_

### Spelling Words Lessons 26–30

Use the clues to find the words from the box and solve the puzzle.  
Hint: You will not use all of the words in the word box.

general	orphan	ragtag	knotty	peace
treaty	soldiers	river	Mississippi	traders
goods	highways	drains		

#### Across

- The Mississippi is one
- You drive on these in cars
- Another word for troops
- Water flows down these in sinks and bathtubs
- A child whose parents are no longer living
- A high-ranking officer in the military
- People who buy and sell for a living
- Full of holes

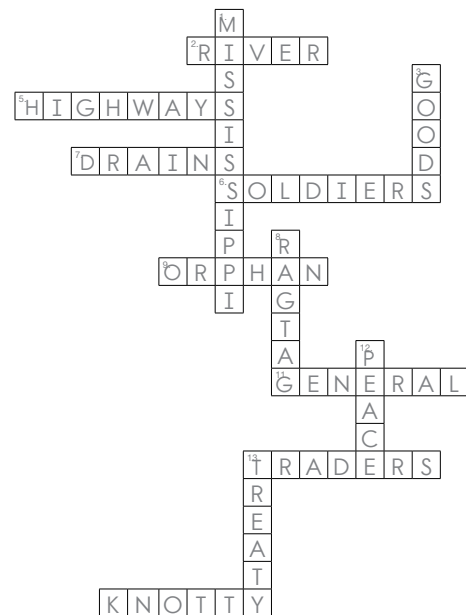
#### Down

- A big river that runs from north to south in the middle of the United States of America
- Products for sale
- A little of this, a little of that
- An antonym of war
- An agreement to end a war

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Skills 6

NAME: \_\_\_\_\_ PP.14 Activity Page  
DATE: \_\_\_\_\_ CONTINUED



Skills 6

259

NAME: \_\_\_\_\_ PP.15 Activity Page  
DATE: \_\_\_\_\_

### Verbs and Adverbs

Draw a wiggly line under the verb. Then, draw a triangle around the adverb. Then answer the question.

- Jesse ran quickly.  
How did Jesse run? quickly
- The flower bloomed early.  
When did the flower bloom? early
- I dunked the cookie completely.  
How did I dunk the cookie? completely
- The ice cream melted quickly.  
How did the ice cream melt? quickly
- The horse noisily crunched the carrot.  
How did the horse crunch the carrot? noisily

Skills 6

261

- The stars sparkled brightly.  
How did the stars sparkle? brightly
- The bat flew blindly into the night.  
How did the bat fly? blindly
- Jane gladly went to the store.  
How did Jane go to the store? gladly
- The water was instantly hot.  
When was the water hot? instantly
- My birthday arrives yearly.  
When does my birthday arrive? yearly

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Skills 6

NAME: \_\_\_\_\_ PP.16 Activity Page  
DATE: \_\_\_\_\_

### Complete or Incomplete Sentence?

Circle the correct answer and add punctuation if it is a complete sentence.

- |                      |                 |                   |
|----------------------|-----------------|-------------------|
| 1. Cute kitty cat    | Complete        | <u>Incomplete</u> |
| 2. Polar bears swim  | <u>Complete</u> | Incomplete        |
| 3. Crunch a bunch    | Complete        | <u>Incomplete</u> |
| 4. Wilbur the cat    | Complete        | <u>Incomplete</u> |
| 5. Spin spool swirl  | Complete        | <u>Incomplete</u> |
| 6. It's fun to swirl | <u>Complete</u> | Incomplete        |
| 7. I like to joke    | <u>Complete</u> | Incomplete        |
| 8. The dog will run  | <u>Complete</u> | Incomplete        |
| 9. Fast swift quick  | Complete        | <u>Incomplete</u> |
| 10. Do you run       | <u>Complete</u> | Incomplete        |

Skills 6

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NAME: \_\_\_\_\_ PP.17 Activity Page  
DATE: \_\_\_\_\_

### Run-On Sentences

Rewrite each run-on sentence as two separate sentences, adding the correct punctuation and capitalization.

- The kite was blown away the kite got stuck in a tree.  
The kite was blown away. The kite got stuck in a tree.
- Scrub your back wash your neck.  
Scrub your back. Wash your neck.
- A long soak in the tub will be nice a warm robe is cozy.  
A long soak in the tub will be nice. A warm robe is cozy.
- I woke up too early to leave for school I ate breakfast.  
I woke up too early to leave for school. I ate breakfast.
- The bus is crowded we sit three to a seat.  
The bus is crowded. We sit three to a seat.

Skills 6

265

NAME: \_\_\_\_\_ PP.18 Activity Page  
DATE: \_\_\_\_\_

### Write Paragraphs

Underline the three sentences about playing outside, and then number them in the order you think makes the most sense. Then, write the sentences as a paragraph under the heading "Playing Outside." Draw squiggly lines under the three sentences about playing inside, and then number them in the order you think makes the most sense. Then, write the sentences as a paragraph under the heading "Playing Inside."

- 2 When I am inside, I can play hide-and-seek with my pals.
- 2 When I am outside, I can play sports like kickball and baseball with my buddies.
- 1 I like playing outside.
- 3 I can also read books when I am inside.
- 1 Playing inside is fun, too.
- 3 I can also ride my bike or rollerblade when I am outside.

Skills 6

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### Playing Outside

I like playing outside. When I am outside, I can play sports like kickball and baseball with my buddies. I can also ride my bike or rollerblade when I am outside.

### Playing Inside

Playing inside is fun, too. When I am inside, I can play hide-and-seek with my pals. I can also read books when I am inside.

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Skills 6

NAME: \_\_\_\_\_ PP.20 Activity Page  
DATE: \_\_\_\_\_

### Dolley Madison

1. As the wife of the president of the United States, Dolley Madison was called \_\_\_\_\_.
  - A. Mrs. President
  - B. Queen Dolley
  - ☒ C. the First Lady
2. Which of the following best describes the Quakers?
  - ☒ A. They believed in living a simple life.
  - B. They believed in many gods.
  - C. They believed that fancy churches are pleasing to God.
3. What was the name of the house in Washington, D.C., where the president and the First Lady lived?
  - A. The Capitol
  - B. The Washington House
  - ☒ C. The President's House

Skills 6

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4. List ways Dolley Madison was helpful to her husband while he was president.

charming hostess at state dinners  
welcomed all sorts of visitors  
stayed in the President's House as long as she could  
before she left, grabbed many important papers  
helped save a painting of George Washington

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Skills 6

# Appendix: Using Chunking to Decode Multisyllable Words

Mastering the various letter-sound correspondences taught in CKLA will enable students to read one-syllable words with ease. However, knowing these individual letter-sound correspondences is no guarantee that students will be able to apply this knowledge in reading multisyllable words. To this end, most students will benefit from additional instruction in learning to recognize, chunk and read parts of words—syllables—as a way to decode longer words.

When students first encounter two-syllable words in Grade 1 materials, a small dot is used as a visual prompt or cue between the syllables (e.g., *sun·set*). This is done in both the Activity Books and Readers. The dot is intended to visually break the word into two chunks, each of which can then be sounded out separately. As Grade 1 progresses, the dot is eliminated and students are expected to begin visually chunking parts of longer words on their own.

Starting in Grade 1, CKLA introduces the decoding of two-syllable words by having students work first with two-syllable compound words (e.g., *cat·fish*, *cup·cake*, *pea·nut*, *drive·way*). For compound words, the dot is placed between the two component words. These are among the easiest two-syllable words to chunk and decode because each syllable of a compound word is already a familiar spelling pattern students have encountered in reading one-syllable words. In addition, each syllable or chunk is also frequently recognizable as a word part that has semantic familiarity.

In addition to learning to decode two-syllable compound words, Grade 1 students also tackle two-syllable words that consist of a root word with a simple suffix (e.g., *yawn·ing*, *hunt·er*, *bust·ed*). The dot is typically placed immediately before the suffix. However, for words that contain double-letter spellings for consonants, in CKLA, the divider is typically placed after the double-letter spelling rather than between the two consonants (e.g. *batt·ed*, *bigg·er*, *bunn·y*). Teachers familiar with other ways to chunk or divide syllables may initially find this odd. This is done, however, because the double-letter spellings have been taught as single-spelling units in CKLA since Kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.). CKLA strives to be consistent in representing these spellings in the way that the students have been taught to process them (e.g., as whole entities for a sound). (Ultimately, as students become more proficient at decoding and chunking syllables through subsequent grade levels, it really does not matter whether they visually chunk and decode these words as *batt·ed* or *bat·ted*.) Most students find chunking and decoding these two-syllable words consisting of root words and suffixes relatively easy.

A greater challenge is encountered when chunking and decoding other types of multisyllable words. To be successful in decoding these longer words, it is helpful if teachers and students recognize certain syllable types. Most reading specialists identify six different syllable types:

**Note:** Syllables exemplifying each type are underlined.

- **Closed Syllables (CVC, VC, CCVCC, etc.)—always associated with a “short” vowel sound (e.g., /a/, /e/, /i/, /o/, /u/):** let, pad, rod, tin, fun, pic·nic, un·til
- **Magic ‘E’ Syllables (V-C-E)—always associated with a “long” vowel sound (e.g., /ae/, /ee/, /ie/, /oe/, /ue/):** cake, home, like, mule, Pete, mis·take, stam·pede
- **Vowel Digraph Syllables:** joint, speak, proud, play, dis·may, be·low, coun·sel
- **R-Controlled Syllables:** art, curb, girl, fort, clerk, tur·nip, ar·tist, fe·ver
- **Open Syllables (V or CV)—always associated with a “long” vowel sound (e.g., /ae/, /ee/, /ie/, /oe/, /ue/):** go, me, hi, a·pron, fi·nal, com·pre·hend
- **Consonant–LE Syllables (C–LE):** sim·ple, puz·zle, raf·fle, ca·ble, ri·fle

In addition, it is also helpful to designate one additional syllable type:

- **Schwa Syllables:** ben·e·fit, ap·pe·tite, a·bout, hos·pit·al, e·mo·tion

**Note:** The Consonant–LE Syllable is also a schwa syllable, but it is distinguished separately because of the way this spelling is chunked when dividing words into syllables.

**To be clear, in order to decode words, students do not need to identify syllables by these names. The names of the syllable types are provided here only to establish a common vocabulary for teachers as they use the CKLA materials.** What is necessary, however, for students to become fluent readers of longer words in increasingly complex text is that they be able to visually parse certain spelling patterns as syllable chunks so they can quickly and easily decode each syllable.

The first type of two-syllable word pattern to which students are introduced is the closed syllable pattern in two-syllable words. These two-syllable words are also relatively easy for students to chunk and recognize as an example of the familiar CVC, VC, CCVCC, etc., spelling pattern they encountered in one-syllable words in Kindergarten.

Two closed syllables in a word are divided as follows:

- When two different consonants stand between two vowels, the syllables are divided between the consonants, creating one or more closed syllables.

*ad · mit*

*nap · kin*

*trum · pet*

- For words that contain double-letter spellings for consonants, the divider is typically placed after the double-letter spelling rather than between the consonants. As noted earlier, this is done because the double-letter spellings have been taught as single spelling units in CKLA since Kindergarten (‘nn’ > /n/, ‘mm’ > /m/, ‘tt’ > /t/, etc.).

*traff · ic*

*muff · in*

*happ · en*

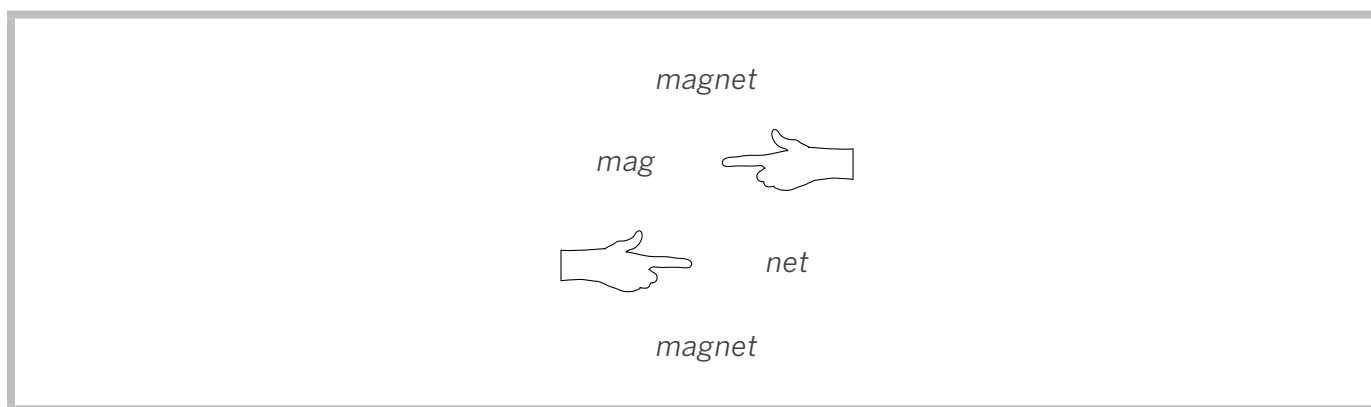
- When there are three consonants between two vowels, in general, the word is divided so the first consonant goes with the first vowel and the other two consonants with the second vowel.

*mon · ster*

*con · tract*

*pil · grim*

When students have difficulty reading a two-syllable word, you may find it useful to use your finger to cover the second syllable, revealing only the first syllable for them to read. Once students read the first syllable, the second syllable can be uncovered and read. If necessary, you can then model for students how to blend the two syllables aloud:



In Grade 1, students will encounter other two-syllable words with various combinations of the magic 'E' syllable, the vowel digraph syllable, the r-controlled vowel syllable, and the closed syllable.

- Chunking these syllable types follows the same patterns for division as noted above for closed syllables:

*tar · get*

*for · get*

*es · cape*

*ig · loo*

*scoun · drel*

*char · coal*

In Grade 2, students are introduced to more challenging multisyllable words.

Two-syllable words with only one consonant between the vowels are especially difficult to chunk because they may be divided either before or after the single consonant. Students are taught to use a flexible approach in chunking syllables with a single consonant between the vowels, trying each possibility when they encounter an unfamiliar word.

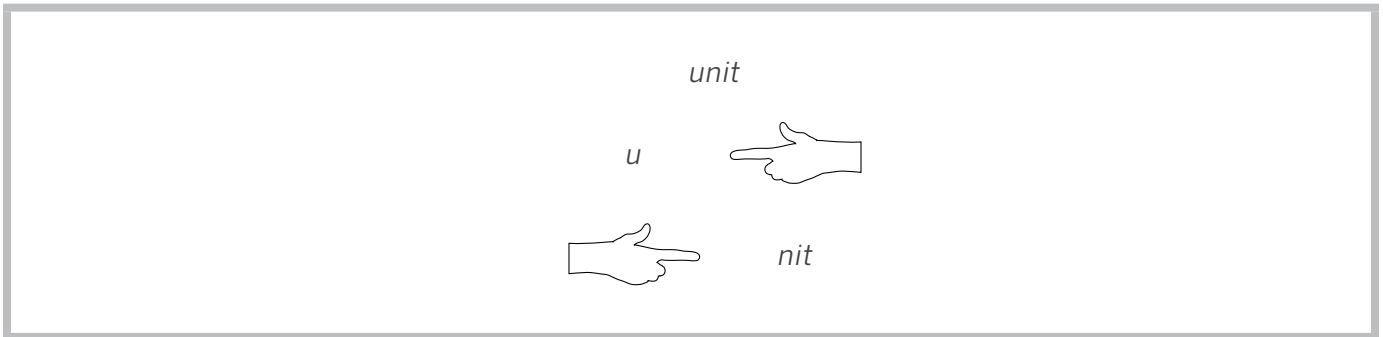


- When only one consonant stands between two vowels, first divide the word in front of the consonant and sound it out as an open syllable:

*pu · pil*

*vi · rus*

*mo · ment*



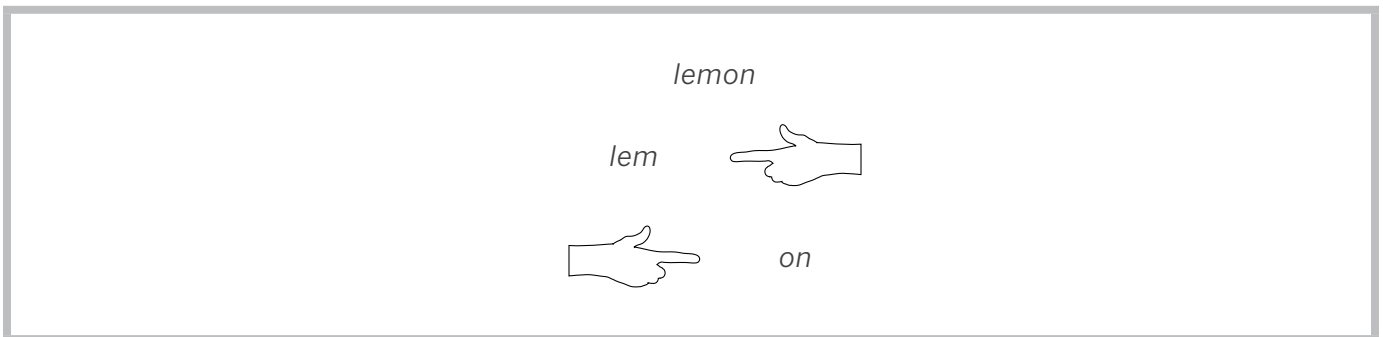
However, sometimes the word may divide after the consonant, creating a closed syllable. There is no definitive rule for when to divide before or after the consonant. Students will need to be flexible and try dividing and sounding the word each way—before and/or after the consonant—to determine whether they recognize a familiar word as they sound out each possibility. In order to recognize whether a word is familiar when sounded either way, the word must be one that the student has heard before (i.e., the word must be in the student’s oral vocabulary). Obviously, this will represent an additional challenge for students who have a limited vocabulary and/or for whom English is a second language.

- If the word divides after the consonant, a closed syllable is created:

*cam · el*

*mel · on*

*pun · ish*



In Grade 2, students are also introduced to Consonant–LE Syllables. Chunking these words into syllables is fairly straightforward.

- When a word ends in Consonant–LE, the word is divided in front of the consonant, creating a first syllable that may be an open, closed or even r-controlled syllable, depending on the other spellings in the words

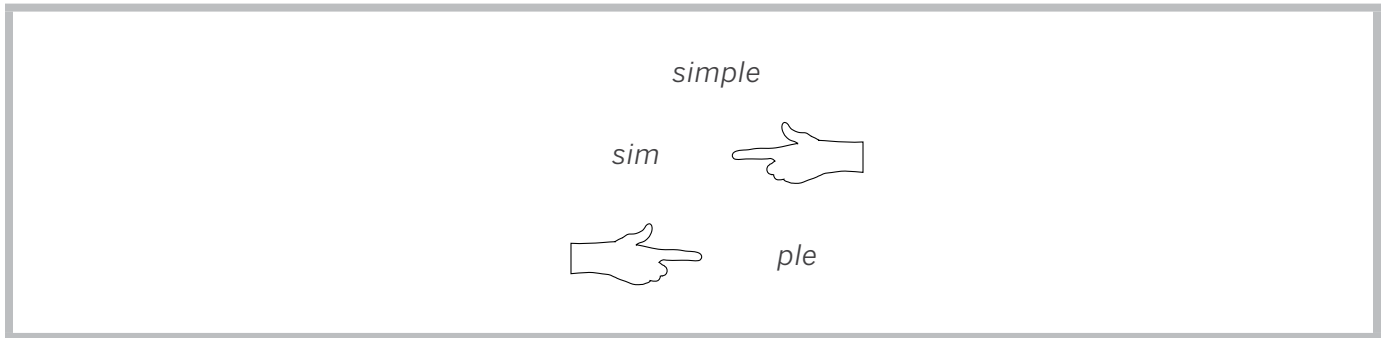
*ban · gle*

*twin · kle*

*sta · ble*

*cra · dle*

*tur · tle*



In the later part of Grade 2, students are introduced to syllables in which various spellings represent the schwa sound. English words with more than one syllable usually include a combination of stressed and unstressed syllables. When a syllable in a spoken word is unstressed or weakly stressed, its vowel sound is often reduced to a flat, rather nondescript vowel sound that linguists call a schwa. This happens in many English words. Spellings for the schwa sound include 'a', 'e', 'al', 'il', 'el' and 'tion'. Chunking and decoding words that include the schwa sound can be quite challenging for many students.

- Syllables with a schwa sound are divided in different ways, recognizing that the syllable with the schwa sound has a particular spelling:

*a · bout*

*de · pos · it*

*med · al*

*e · vil*

*nick · el*

*lo · tion*

As noted earlier, the Consonant–LE Syllable is actually a schwa syllable, but it is identified separately because of the way this spelling is chunked when dividing words into syllables.

- Finally, while students encountered some simple root words and affixes in Grade 1, they study prefixes, suffixes, and root words in much greater depth and are taught to chunk syllables accordingly throughout the entire year of Grade 3 instruction.

*pre · tend*

*non · sense*

*tri · cycle*

*re · peat*

*self · ish*

*sad · ness*

*help · less*

By combining the specific code knowledge of letter-sound spellings taught in Kindergarten–Grade 3, with the ability to chunk multisyllable words into smaller decodable parts, students will have the tools they need to independently decode just about any word they encounter.

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