

Lesson 3

Basic Code Review
Spelling Alternatives
Reading

✓ Objectives

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

- ✓ Use and expand complete simple and compound sentences orally and in own writing (L.2.1f)
- ✓ Use knowledge of the letter-sound correspondences that have been taught to distinguish and correctly read long and short vowels in one-syllable words: ‘a_e’ > /ae/; ‘ee’ > /ee/; ‘i_e’ > /ie/; ‘o_e’ > /oe/; ‘u_e’ > /ue/ (RF.2.3a)
- ✓ Spell and write one-syllable words using the letter-sound correspondences taught in Grade 2, using the Individual Code Chart as needed (L.2.2d)
- ✓ Consult the Individual Code Chart to check spelling (L.2.2e)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with increased accuracy, appropriate rate, and expression on successive readings (RF.2.4b)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Scrambled Sentences	prepared index cards	5
Today’s Spellings	Review of Basic Code Spellings	Vowel Code Flip Book; Spelling Cards for ‘ee’ > /ee/ (<i>bee</i>), ‘ea’ > /ee/ (<i>beach</i>), ‘e_e’ > /ee/ (<i>Pete</i>); Individual Code Chart; green markers	15
Practice	Pop-Out Chaining	magic ‘e’ cards	10
Reading Time	Close Reading: “The Milk”	<i>Bedtime Tales</i> ; Worksheet 3.1	30
Take-Home Material	“The Milk”	Worksheet 3.2	

Advance Preparation

Write the following sentences on index cards with one word or punctuation mark on each card:

- Can't I sit up a bit?
- This is a bedtime tale your Gramp liked to tell me.

Warm-Up

5 minutes

Scrambled Sentences

- Tape the index cards you prepared in advance to the board in a random order. Ask students to help you unscramble the sentences.
 - Can't I sit up a bit?
 - This is a bedtime tale your Gramp liked to tell me.

Today's Spellings

15 minutes

Review of Basic Code Spellings

- You may want to tab the following page in your Vowel Code Flip Book before you begin.

Vowel Code Flip Book

1. 'ee' > /ee/ (*bee*) Vowel Code Flip Book on page 8
2. 'ea' > /ee/ (*beach*) Vowel Code Flip Book on page 8
3. 'e_e' > /ee/ (*Pete*) Vowel Code Flip book on page 8

- Write the spelling 'ee' on the board and ask students, "If you saw this spelling in a word, what sound would you say?" (Students should respond with /ee/.)
- Once students have provided the sound, ask them for the letters used to spell /ee/.
- Summarize the information: "Good! When we see the letters 'ee', we recognize these letters are working together as a digraph, or letter team, and we say the sound /ee/."
- Write the following 'ee' words on the board and have students read them.

- | | |
|---------|----------|
| 1. bee | 4. sweet |
| 2. tree | 5. seem |
| 3. free | 6. weed |

- Show students the Spelling Card for ‘ee’ > /ee/ (*bee*). Have students read the sample word. Discuss the power bar. Point out the power bar does not stretch all the way across the card. This means there are some other spellings for this sound students will study later in the year. Explain these spellings are shown in the Vowel Code Flip Book but will not appear in the Readers until students have been introduced to them. Add the Spelling Card to **page 8** of the **Vowel Code Flip Book**.
- Ask students to turn to **page 8** of the **Individual Code Chart**. Have them outline the card in green.

Individual Code Chart

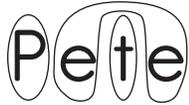
1. ‘ee’ > /ee/ (*bee*) Individual Code Chart on page 8
2. ‘ea’ > /ee/ (*beach*) Individual Code Chart on page 8
3. ‘e_e’ > /ee/ (*Pete*) Individual Code Chart on page 8

- Repeat the steps for the new spelling ‘ea’ > /ee/, writing the following words on the board.

- | | |
|-----------|----------|
| 1. beach | 5. heat |
| 2. stream | 6. dream |
| 3. deal | 7. weak |
| 4. team | |

- Explain that ‘ea’ is another way to spell the /ee/ sound. Add the Spelling Card to **page 8** of the **Vowel Code Flip Book** and **page 8** of the **Individual Code Chart**.
- Ask students to read the words you just wrote on the board aloud with you. Ask students to help you circle the letters in each word for the sound of /ee/.
- Stay on **page 8** of the **Vowel Code Flip Book** and tell students today you are going to learn a new spelling for /ee/.
- Write the word *Pete* on the board, and read it aloud.
- Ask students to tell you the vowel sound in *Pete* (/ee/).
- Point out the spelling for the vowel sound in *Pete* is like the spelling for /oe/ and the spelling for /ue/ in the last lesson—the two letters for the spelling are separated.

If you prefer, you may use any of the following terms: *split digraph, separated spelling, split spelling, separated letter team, split letter team* or magic 'e'.



- Explain to the class that even though the 'e' and the 'e' in *Pete* are separated, they work together to stand for the /ee/ sound. The spelling 'e_e' is a separated digraph.
- Circle each spelling in *Pete* as you say its sound.

Note: You will need to draw a horseshoe-shaped loop around the 'e' and the second 'e' to show these two letters work together to stand for the /ee/ sound.

- Point to each spelling in *Pete* as you say its sound: "/p/" (point to the letter 'P' with your index finger), "/ee/" (simultaneously point to the first letter 'e' with your middle finger and the second letter 'e' with your index finger), "/t/" (point to the letter 't' with your index finger).

See Letter-Sound Correspondences in the Pausing Point for students needing additional help with /ee/.

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



- Write the following 'e_e' words on the board and have students read them: *Pete, eve, theme, these*.
- Show students the Spelling Card for 'e_e' > /ee/ (*Pete*). Have students read the sample word. Discuss the power bar. Point out the power bar does not stretch all the way across the card. This means there are some other spellings for this sound students will study later in the year. Explain that these spellings are shown on the Vowel Code Flip Book but will not appear in the Readers until the students have been introduced to them. Add the Spelling Card to **page 8** of the **Vowel Code Flip Book**. Have students outline the Spelling Card in green on **page 8** of the **Individual Code Chart**.
- You may wish to move the Tricky Word *street* from the Tricky Word wall to the decodable word wall.

Pop-Out Chaining

- Make sure you have enough copies of the magic 'e' card for all students. (These are the same cards you used in the last two lessons.)
- Write *pet* on the board and read it together as a class.
- Tell everyone you will add the letter 'e' to the word and when you say "Alakazam!" everyone should read the word.
- Write the letter 'e' at the end of *pet* and say "Alakazam!" All students should respond by saying the word *Pete*.

Note: Point out that because this is a person's name, the first letter 'P' is capitalized.

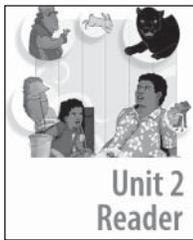
- Give all students a magic 'e' card. Tell students when you say "Alakazam!" they should hold up their magic 'e' card and say the word. Write the word *them* on the board. Have students read the word. Then write the letter 'e'. Say, "Alakazam!" All students should hold up their card and read the new word. Proceed in this way through the list of words.
- This is a good place for you to point out in some of these spellings the second 'e' acts as a team with the first vowel, i.e., as a digraph. In all of the spellings the vowel team/digraphs are side by side and one is a separated digraph.

- | | |
|-----------------|------------------|
| 1. them > theme | 7. bad > bead |
| 2. wed > weed | 8. lad > lead |
| 3. bet > beet | 9. red > reed |
| 4. dan > dean | 10. bled > bleed |
| 5. met > meet | 11. bat > beat |
| 6. man > mean | 12. mat > meat |

- Collect the magic 'e' cards for later use.

See Letter-Sound Correspondences in the Pausing Point for students needing additional help with /ee/.

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

Note to Teacher

Chapter 2

This is the first time students in CKLA are introduced to a Close Reading Lesson. You may want to tell students a little about the lesson and how it is different from other reading lessons in CKLA. You are the expert on students in your class so you decide how much or how little to explain. In terms students will understand, you may say this kind of lesson focuses on only the language used in the text. It does not ask about pictures, feelings, or experiences students may have had outside the text. You may wish to tell students this special kind of reading will help them read more difficult text. It will help them learn how to get the most meaning from a text.

Please also note the Close Reading Lessons will progress in difficulty as students complete more of the Grade 2 CKLA material. These first lessons are very scaffolded and rudimentary to help students gain expertise in this type of reading.

- Begin by partner reading the selection.
- Ask students to keep the Reader open.
- Tell students they will be answering some questions about the selection.
- Tell students they will need to refer back to the selection to answer these questions.

Close Reading: “the Milk”

- Have students partner read “The Milk”.
- After students have finished reading “The Milk” 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

Teacher Overview

Main Idea and Key Details: The main idea of the story is that a milkmaid, rather than focusing on her immediate goal of selling a bucket of milk, started planning many steps ahead as to how she would spend money she did not yet have. As she was daydreaming and the steps in her plan were becoming less and less realistic, the milkmaid lost concentration on the first step in her plan and thus was not able to accomplish any of the subsequent steps in her plan. Key details of the text include the various steps in the milkmaid’s plan for spending the money she would earn from selling a bucket of milk, such as buying a hen, selling the hen’s eggs, buying a piglet, selling the piglet, and buying a nice dress.

Synopsis: The story “The Milk” is a retelling of the Aesop fable “The Milkmaid and The Pail.” It is the basis for teaching or reviewing the fable genre. It is also the basis for teaching or reviewing the moral ‘Take one step at a time.’

Lesson

Text From Student Reader	Vocabulary Instruction	Text Dependent Questions	Responses
<ul style="list-style-type: none"> The text of the Student Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of Close Reading. 	<ul style="list-style-type: none"> As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Answers should reference the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text.
<p>Mike’s dad was getting set to tell a bedtime tale. He said, “The name of this bedtime tale is <i>The Milk</i>.”</p>	<p>Getting set (Page 8) – idiom meaning to become ready to start a task – You might ask students to list some things Mike’s dad might be doing to get ready. (Examples: Tucking Mike in, pulling bed linens up, picking up toys, finding a comfortable way to sit, etc.)</p> <p>Tale (page 8) – Tell students the word <i>tale</i> is a homophone for <i>tail</i>. A homophone is a word which sounds like another word but is spelled differently and has a different meaning. In this context <i>tale</i> is a story. A <i>tail</i> usually refers to an appendage on an animal.</p>	<p>Page 8 What is the name of this tale?</p>	<p>The name of the tale is “The Milk”.</p>
<p>Once upon a time, a lass named Jane set off from home to sell a bucket of milk.</p>		<p>Page 10 Find and read the phrase on page 10 that lets you know this is a made-up story.</p>	<p>Students should read the phrase, “Once upon a time...”</p>
<p>As she went, she was thinking of the cash she would get from selling the milk.</p>		<p>Page 10 Reread paragraph two on page 10. The text says, “As she went, she was thinking of the cash she would get from selling the milk.” What does “as she went” mean?</p>	<p>It means she was walking from home and thinking of the money she would get from selling her milk at the same time.</p>

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<p>“I have big plans. I will sell this milk,” she said, “and I will use the cash to get a hen. I hope my hen will make lots of eggs.”</p>		<p>Page 10</p> <p>How will Jane make money with a hen?</p>	<p>Jane will sell the eggs from the hen to make more money.</p>
<p>“Then I will sell those eggs and use the cash to get a cute piglet. I will take care of the piglet and let him munch on pig slop till he gets nice and plump.”</p>	<p>Piglet (Page 10) – a small pig</p> <p>Slop (Page 10) – food scraps eaten by pigs</p> <p>Plump (Page 10) – rounded, fat</p>	<p>Page 10</p> <p>What will Jane do with the money she raises from selling eggs?</p>	<p>Jane will buy a piglet.</p>
<p>“Then I will sell the pig and get a nice dress that I can dance in, and . . .”</p>		<p>Page 12</p> <p>What will Jane do after the piglet gets plump?</p>	<p>Jane will sell the piglet.</p>
<p>“Then I will sell the pig and get a nice dress that I can dance in, and . . .”</p>		<p>Page 12</p> <p>What will Jane do with the money from selling the pig?</p> <p>Why do you think Jane stopped talking mid-sentence when she was describing the dress she would buy?</p>	<p>Jane will buy a dress to go dancing.</p> <p>Jane lost her concentration and tripped on a stone.</p>
<p>But just as she was thinking of the dress, she tripped on a stone and the bucket fell with a crash.</p>	<p>Stone (Page 12) – another word for rock</p>	<p>What happened while Jane was thinking of the dress?</p>	<p>Jane tripped on a stone and the bucket fell, spilling the milk.</p>
<p>The milk splashed on the path. Jane made a face and fumed at the spilt milk.</p>	<p>Fumed (Page 12) – slightly annoyed or angry in this context. Note for students the multi-meanings of this word. The word <i>fume</i> can also mean to release smoke, vapor, or gas.</p>		
<p>Moral: Take one step at a time.</p>	<p>Take one step at a time (Page 12) – idiom cautioning to do first one thing and then another – not think too far ahead</p>	<p>Page 12</p> <p>The moral of the story is: Take one step at a time.</p> <p>Turn and Talk: How would you explain the moral, or the lesson, of the story? How is the moral of the story similar to the moral ‘Don’t count your chickens before they hatch’?</p>	

Lesson

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<p>“Is that the end?” asked Mike. “That’s it,” said his dad. “What a shame!” said Mike. “She had such big plans!” Mike’s dad nodded. “You can make plans, but planning by itself will not make things happen.” Mike sat thinking a bit. Then he said, “Dad, that bedtime tale was not bad. But it was sad. Next time would you tell a fun tale?” “Yes,” said his dad. “Next time.”</p>		<p>Page 15 Mike’s dad says “You can make plans, but planning by itself will not make things happen.” Explain what Mike’s dad means when he says this.</p>	<p>Although planning is important, you need to act on your plan, or follow through with your plan, to achieve your goals.</p>

Wrap-up

- Ask students to turn to Worksheet 3.1 and write at least four sentences to answer the question: By the end of the tale, what did Jane learn?
- Model for students how to complete at least a portion of the worksheet. As ready, students may complete the worksheet independently.

Take-Home Material

“The Milk”

- Students should take home Worksheet 3.2 to read aloud to a family member. Remind students to continue to study for the spelling assessment.

Supplemental Materials

- Decodable words:

- | | | | |
|----------|-------------|-----------|-----------|
| 1. feet | 9. fifteen | 17. bean | 25. pea |
| 2. keep | 10. screen | 18. eat | 26. read |
| 3. need | 11. week | 19. each | 27. tea |
| 4. see | 12. weekend | 20. leave | 28. meal |
| 5. seem | 13. street | 21. mean | 29. eve |
| 6. three | 14. yankees | 22. sea | 30. theme |
| 7. tree | 15. Frisbee | 23. seat | 31. these |
| 8. deep | 16. beehive | 24. teach | |

- Sentences and phrases:

- | | |
|--------------------------|--------------------|
| 1. one, two, three | 5. king and queen |
| 2. eating peas and beans | 6. Keep it up! |
| 3. the wheels on the bus | 7. skinned a knee |
| 4. speeding ticket | 8. home sweet home |

- Wiggle Cards:

- | | |
|---------------------|-------------|
| 1. jump three times | 3. kneel |
| 2. feel your knees | 4. reach up |

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average 521–663 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average 546–691 of those words would be completely decodable.
- Students have now reviewed at least one way to write 36 of the 44 sounds in English.
- The spelling 'ee' is very regular in its pronunciation.