

Lesson 11

✓ 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.

- ✓ Read and write words with the following inflectional endings and suffixes: Unit 3: *-ed, -ing, -s, -es* (RF.2.3d)
- ✓ 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 the letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational text read independently (RI.2.1)
- ✓ Identify the main purpose of a nonfiction/informational text read independently, including what the author wants to answer, explain, or describe (RI.2.6)
- ✓ Describe how reasons or facts support specific points the author makes in a nonfiction text read independently (RI.2.8)
- ✓ Use sentence-level context as a clue to the meaning of a word or phrase (L.2.4a)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Introduce Spelling Words	Worksheet 11.1	5
The /ie/ Sound and Its Spellings	Board Sort	board	10
	Spelling Trees	Spelling Tree templates; brown, green, and yellow paper; scissors; marker; tape	15
Practice	Fill in the Blank	Worksheets 11.2, 11.3	10
Reading Time	Whole Group Close Reading: "The Big Race"	<i>Kids Excel</i>	20
Take-Home Material	Spelling Letters	Worksheet 11.1	*

Advance Preparation

You will need to create two more Spelling Trees for the vowel sounds /ie/ and /i/ and their spellings. Each tree should have four branches. Please follow the directions from Lesson 1 regarding assembly of the Spelling Tree. Have the materials you will need to make the Spelling Tree before you begin the lesson. If lack of wall space is a problem, you may display the Spelling Trees on chart tablets.

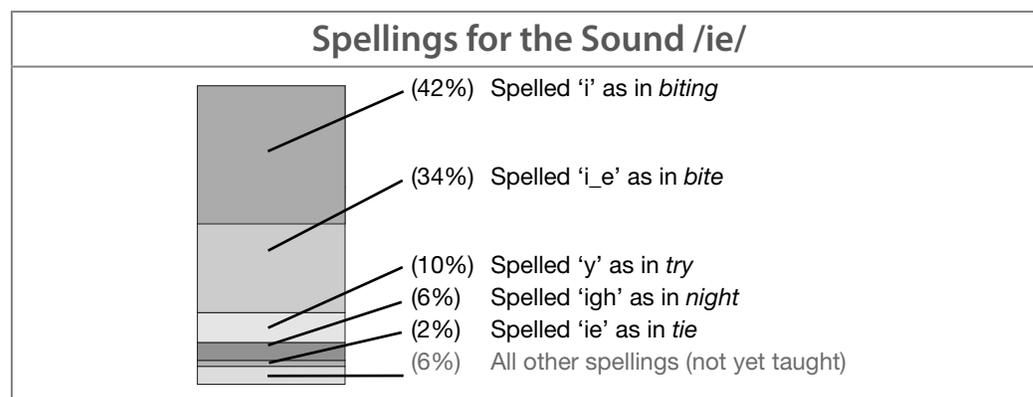
For the /ie/ Spelling Tree, label three branches with the following spellings, 'i_e', 'ie', 'i', and the fourth branch as odd ducks. Label all four of the branches of the /i/ Tree with 'i'. To know the relative length of the branches refer to the chart below. There you will see the 'i' branch should be the longest as 'i' is a spelling for /ie/ 42% of the time. 'i_e' should be the next longest branch as this is a spelling for /ie/ 34% of the time. 'ie' should be the shortest branch as it occurs in only 2% of words with the sound /ie/.

Note to Teacher

Over the next several lessons you will teach spelling alternatives for the /ie/ sound. The spellings include the basic code spelling 'i_e' as in *bite* and the spelling alternatives 'i' as in *biting* and 'ie' as in *tie*. The chart shows you which of these spellings are most common for this sound.

The spellings 'y' and 'igh' for /ie/ will be taught later in the program.

Students should already know the basic code spelling 'i_e' as in *bite*. Some may also be familiar with the spellings 'i' and 'ie'. (These spellings are taught in Grade 1 of CKLA.)



Here are some patterns for your information:

- The 'i_e' separated digraph spelling is never used for the final sound in a word or syllable; there is always a consonant sound that follows /ie/, and the spelling for that consonant sound is inserted between the 'i' and the 'e' (*bite*, *tide*, *like*).
- Many 'i_e' words change to 'i' words when a suffix is added, e.g., *time* > *timing* and *bike* > *biking*. The 'e' is dropped when a suffix beginning with a vowel sound is added.

- The ‘i’ spelling is actually more common than the basic code spelling ‘i_e’. However, it was not chosen as the basic code spelling for two reasons: 1. ‘i’ is the basic code spelling for /i/ as in *hit*, and 2. ‘i’ > /ie/ (*find, mind*) is much less common than ‘i_e’ > /ie/ (*fine, mine, dine*) in one-syllable words used in beginning reading materials; ‘i’ > /ie/ is primarily found in multi-syllable words.
- The ‘i’ spelling is rare in one-syllable words; when it is used in one-syllable words, it is often found in front of final consonant clusters (*mind, find, mild, ninth*).
- ‘i’ (*item, ivory*) and ‘i_e’ (*ice, idea*) are the only spellings regularly used at the beginning of a word or syllable.
- ‘ie’ can be seen as a variant of the basic code spelling ‘i_e’ in which the same letters are written side by side.
- ‘ie’ is generally used at the end of a word or syllable (*pie*); it is rare in the initial or medial positions, though ‘ie’ can be followed by grammatical suffixes (*ties, tied, fries, fried*).
- Some rare spellings for /ie/ not taught here include ‘ei’ as in *Einstein*, ‘ai’ as in *Thailand*, ‘ye’ as in *bye*, and ‘y_e’ as in *type*. Students can be introduced to these spellings as they happen to encounter them in reading materials or when they need them for writing.

Warm-Up

5 minutes

Introduce Spelling Words



Worksheet 11.1

- Tell students the spelling words this week have words with the spellings ‘kn’ for /n/, ‘wr’ for /r/, ‘wh’ for /w/, ‘qu’ for /qu/, and some have the suffixes *-ing* or *-ed*.
- Write the spellings ‘kn’, ‘wr’, ‘wh’, and ‘qu’ on the board.
- Read and write each spelling word, one at a time, under the appropriate spelling on the board, making sure to explain the meanings for words students may not know. The spelling words for this week are:

1. ‘**kn**’: knotted, knitting, knocked
2. ‘**wr**’: wringing, wronged
3. ‘**wh**’: whipped, whined
4. ‘**qu**’: quitting, quacked
5. **Tricky Word**: all

- Remind students to practice their words at home each night with a family member.

Board Sort

10 minutes

- Tell students as in Unit 2, Unit 3 focuses on vowel sounds. They will learn many new vowel sounds and spellings, but first they will review the basic code spelling for the /i/ sound, ‘i’. Write ‘i’ on the board and ask students what sound they would say if they saw this spelling (/i/ as in *hit*).
- Ask students to provide six to eight words containing the /i/ sound. Write the words on the board and circle the ‘i’ in each word.
- Tell students the new vowel sound for today is the /ie/ sound, as in *tie*. Have students say the sound /ie/.
- Remind students they have already learned one spelling for this sound, ‘i_e’. Tell them over the next few days, they are going to learn several additional spellings for the sound.
- Ask students to provide words that contain the /ie/ sound (not the letter ‘i’, but the sound /ie/).
- Sort the /ie/ words students provide according to their spellings and circle the letters that stand for the /ie/ sound in each word. For example, if a student says *fire*, list the word under the heading ‘i_e’ and horseshoe loop the separated digraph ‘i_e’ as you did in Unit 2. If a student says *firefly*, record the word both under ‘i_e’, for the spelling in *fire*, and odd ducks for the spelling ‘y’ for the /ie/ sound as in *fly*. Some students may recall having learned that ‘y’ can represent the /ie/ spelling in CKLA in Grade 1, but we will include it here as an odd duck.
- You should introduce any spellings listed below that do not end up on the chart spontaneously. You can do this by writing one of the sample words on the board, reading the word to students and then asking them, “Which letters stand for the /ie/ sound in this word?”
- Do not introduce spellings for odd ducks unless they are suggested by students.
- Leave the words from the board sort on display, as you will add some of them to the Spelling Tree in the next exercise.
- Below are examples of words students may provide. Each column represents the major spellings of the long vowel sound /ie/ that will be taught later in Unit 3; the other spellings for /ie/ are included just as examples under the odd ducks column; do not write words in the odd ducks column unless students provide words with these spellings.

Students may occasionally supply a word that contains an /ie/ spelling not taught in this unit, like *night*. Record words with spellings that will not be taught in Unit 3 under a column labeled “odd ducks.”

‘i_e	‘i’	‘ie’	odd ducks
site	Friday	tie	right
fine	ideal	lie	dry

Spelling Trees

15 minutes

We encourage you to keep the Spelling Trees for /ae/ and /oe/ up on the wall or accessible for viewing even as you begin working on /ie/. The trees are useful resources for students to consult when spelling.

- Show students the Spelling Trees and explain you are going to use one tree to help them keep track of the spellings for the /ie/ sound and the other to keep track of spellings for the /i/ sound.
- Label the trunk of one Spelling Tree /i/ and the other /ie/.
- Label four of the branches on the /i/ Spelling Tree 'i'. The branches should be the same length.
- Label the /ie/ branches as 'i_e', 'ie', 'i', and "odd ducks." Explain to students the branches are like the power bar because they show how common a spelling is for a sound; shorter branches represent less common sounds and longer branches represent more common sounds.
- Point out the odd ducks branch is the shortest. Explain that words with unusual spellings are called *odd ducks*. Odd ducks are Tricky Words, and like Tricky Words, odd ducks are on yellow paper.
- Choose one to two words for each spelling from the board sort to write on a leaf. Copy the word, read it aloud, and have a student attach it to the correct branch. If students came up with any odd ducks during the board sort, they can be copied onto the yellow duck-shaped cards.
- Ask students to tell you which branch the leaf belongs to and tape it to the tree.
- Explain that you will be using the Spelling Tree as an organizer for the next several days of work on the sound /ie/ and its spellings. Students will have chances to add more words to the tree.

Practice

10 minutes

Fill in the Blank

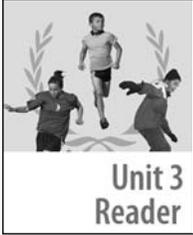


Worksheets 11.2, 11.3

- First read the words in the box as a class, writing the words syllable by syllable on the board, if necessary.
- Then ask a student to read each sentence aloud as all students select and write the correct word in the blank.
- Send Worksheets 11.2 and 11.3 home as homework if they are not finished in class.

Whole Group Close Reading: “The Big Race”

Introducing the Story



“The Big Race”

- Tell students this is the last story in the series about the swimming sisters. Today they will get to read about the big race. Ask students to recall the race in which the Castro sisters will be competing against each other.

Previewing Spellings

- Preview the following spellings for students:

‘ai’	‘a_e’	‘a’	‘oa’	‘o_e’
train ing	wave	Cas tro	Joan	Gro ver
wait	race		coast ing	close

Challenging Vocabulary

- Preview these phrases and words with students before reading the story.

1. **shot off**—to take off quickly
2. **stands**—where people sit to watch competitions (possibly covered)
3. **deck**—an uncovered area right next to the pool where people stand
4. **trailing**—when one person is behind another person in a competition
5. **sloshing**—to splash a liquid back and forth (a person who is in pool water can slosh around)
6. **bad case of the nerves**—to be anxious
7. **closing in**—to shorten a distance
8. **coasting**—to appear to move effortlessly

Close Reading

- Have students partner read “The Big Race.”
- After students have finished reading “The Big Race” 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 an activity completed independently, if possible.

Teacher Overview

Main Idea and Key Details: This is the culminating selection in a series of four selections about two sisters who are swimming competitors. Key details of the text include the exciting back-and-forth narrative or action as first one sister leads and then the other in the final race of the meet.

Synopsis: This is the final selection in a series of four. This selection describes the race between two sisters, one of whom (Kim) excels at sprints and the other of whom (Val) excels at long races.

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 question. 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>Page 38</p> <p>I got to the pool in time for the 200 Free. I sat in the stands with Grover and Joan Castro, Kim and Val’s parents.</p>	<p>200 Free—A race in which swimmers race using any style of swimming for 200 yards.</p>		
<p>“I am so proud of Kim and Val,” said Grover Castro. “But I have a bad case of nerves. I hate it when the two of them swim in the same race. They have both been training so hard. They would both like to win this race. But they can’t both win. I don’t like to think that one of them may be upset.”</p> <p>A man’s booming voice filled the air. “It’s time for the last race of the meet!” the man said.</p>	<p>bad case of nerves—upset about something</p>	<p>Why does Grover Castro have a bad case of nerves?</p>	<p>He is upset because both of his daughters have been training hard and they both can’t win. He is concerned one of them may be upset.</p>
<p>Page 39</p> <p>“Let’s meet our swimmers!” The man started listing the swimmers in the race.</p>			
<p>“In Lane 2,” he said, “from Red River Swim Program, we have the winner of the 500 Free, Val Castro.”</p>		<p>Who won the 500 Free?</p>	<p>Val Castro</p>
<p>Cheers rose up from the RRSP swimmers on the deck and from fans in the stands.</p>	<p>stands—(multiple-meaning word) the seating area of the pool. It also means to be upright as opposed to sitting.</p>	<p>RRSP is an abbreviation. What does RRSP mean?</p>	<p>RRSP means Red River Swim Program.</p>

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<p>“In Lane 3,” the man said, “from Red River Swim Program, the winner of the 50 and 100 Free, Kim Castro.” There were shouts and cheers for Kim, as well.</p>		Who won the 50 and 100 Free?	Kim Castro.
		Who will be racing?	The swimming sisters, Kim and Val, will be racing.
<p>Page 40</p> <p>The swimmers got up on the starting blocks.</p> <p>A man in a white coat said, “Swimmers, take your marks.” The swimmers bent down and grabbed the starting blocks.</p>	<p>starting blocks—a raised platform mounted at the end of a pool from which swimmers begin a race—it looks a little bit like a very short diving board</p>		
<p>Then there was a beep. The swimmers shot off. Kim’s start was perfect. She did her kick. Then she popped up and started swimming. Her arms went so fast. She seemed to be coasting.</p>	<p>coasting—to appear to move effortlessly</p>	Describe Kim’s start.	Kim’s start was perfect. She did her kick. Then she popped up and started swimming. Her arms went so fast. She seemed to be coasting.
<p>Kim was the fastest swimmer for a hundred yards.</p>			
<p>Page 41</p> <p>She made a big wave. The rest of the swimmers were trailing her. They seemed to be bouncing and sloshing in Kim’s waves.</p>	<p>sloshing—to move with a splashing motion in water</p>	Describe the other swimmers in the pool.	The rest of the swimmers were trailing Kim. The rest of the swimmers seemed to be bouncing and sloshing in Kim’s waves.
<p>I was starting to think it would not be such a close race after all. But just as I was thinking this, Grover Castro said, “Wait for it!”</p>		Why does Grover Castro say, “Wait for it!”	Grover Castro says that because Mark thinks the race will not be close and Grover suspects the race will get closer.
<p>“Wait for what?” I said.</p> <p>“You’ll see!” said Grover.</p>			
<p>Page 42</p> <p>I looked back at the pool. Kim was still winning. But Val was closing in on her. The gap was five feet. Then it was three.</p>	<p>closing in—to shorten the distance between two objects</p> <p>gap—a space between two objects</p>	What happens right after Grover Castro says, “Wait for it!”?	When Mark looks back at the pool, Kim is slowing down and Val is catching up.

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The swimmers flipped one last time. Kim was starting to look a bit tired. The gap was down to two feet. Then it was one foot. Then the two sisters were swimming side by side. As they came to the finish line it was too close to pick a winner.	flipped —to cause to turn over	What does the sentence, “As they came to the finish line it was too close to pick a winner,” mean?	It means the sisters were so close to each other as they raced that no one could tell who was in first place.
Kim and Val smacked the side of the pool at what looked to be the same moment.	smacked —a sharp slap with a hand		
A hundred parents in the stands looked up at the clock. A hundred swimmers on the deck looked up as well. This is what the clock said: Val Castro Lane 2 1:45 Kim Castro Lane 3 1:46 Val was the winner!		Why did all the parents and the swimmers look up at the clock?	The race was so close, no one could tell by looking who had won the race. Only by looking at the race clock could they tell the winner.
		Turn and Tell: In order, list the events which take place in this story.	

Wrap-Up

- Ask students to turn to Worksheet 11.4; list the events of the story in order, referring to the Reader as necessary.

Take-Home Material

Spelling Letter

- Ask students to take home Worksheet 11.1 to a family member so that they can practice their spelling words at home. Also have students take home Worksheets 11.2 and 11.3 if they did not complete them in class.