

Lesson 4

✓ 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 both regular and irregular past-, present-, and future-tense verbs orally and in own writing (L.2.1d)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught, with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ 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)
- ✓ 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	Action Verbs	Wiggle Cards	5
The /ie/ Sound and Its Spellings	Today's Focus Spellings	the /ie/ Spelling Tree; new spelling leaves; tape	20
The Tricky Spelling 'i'	Practice	Worksheet 4.1	10
Reading Time	Close Reading: "Drummer's Grove"	<i>The Job Hunt</i> ; Worksheet 4.2	25
Take-Home Material	Reminder		*

Advance Preparation

Write the following words on leaves for the Spelling Tree: *bind, blind, find, grind, hind, kind, mind, rind, wind, mild, wild, and child*.

Action Verbs

- Select eight Wiggle Cards that include action verbs calling for specific movements from your Wiggle Card files. Listed below are examples of Wiggle Cards appropriate for this activity:
 - shake your brain
 - make a face
 - tap your throat
 - sniff your toes
 - open your mouth
 - flex your biceps
 - untie your shoes
 - swim in the river
- Display cards one at a time and ask students to read each card.
- Then ask one student to isolate and identify the specific action verb on each card.
- Ask students to perform the action described. Repeat for the remaining cards.

The /ie/ Sound and Its Spellings**20 minutes****Today's Focus Spellings**

See the Pausing Point for additional instructional resources for the /ie/ sound and its spellings.

- Tell students you will start today's lesson by reviewing the spellings they have already learned for the /ie/ sound. Direct students' attention to the Spelling Tree for /ie/.
- Remind students of the three different ways to spell the /ie/ sound.
- To review, point to the 'i_e' branch and ask students to read three words with the 'i_e' spelling. Next, point to the 'ie' branch and ask students to read three words with the 'ie' spelling. Finally, point to the 'i' branch and ask students to read three words with the 'i' spelling.
- Be sure to remind students that in multi-syllable words, the letter 'i' is pronounced as /ie/ when it comes at the end of a syllable. Write the following words on the board, pointing to the 'i' at the end of the first syllable and reading each word to reinforce this concept.

1. spi | der

2. ti | ger

3. si | lent

- Remind students the multi-syllable words in their books are not divided into syllables, so when they are not sure where or how to divide a multi-syllable word with ‘i’ into syllables, they should try pronouncing the ‘i’ as either /ie/, as in the open syllable words listed previously, or /i/, as in the following words.
- Write the following words on the board, pointing to each syllable in which the ‘i’ is followed by a consonant, reading each word to reinforce this concept.

1. pris | on

2. fin | ish

3. lim | it

- Refer back to the ‘i’ branch of the /ie/ Spelling Tree and ask students whether the leaves presently attached to the branch are one-syllable or multi-syllable words. Most of the time when ‘i’ is used as a spelling for /ie/, it is used in multi-syllable words. However, there are a few one-syllable words with the /ie/ sound spelled with the letter /i/.
- Write the word *mild* on the board. Point out the letter ‘i’ is followed by a consonant. Tell students they might reason this word should be sounded out as /m/ /i/ /l/ /d/ because the word *milk* is sounded as /m/ i/ /l/ k/ and the word *mill* is sounded as /m/ /i/ /l/.
- Explain, however, in several words ending with the spelling ‘ild’ the ‘i’ is read as /ie/. Point to the word *mild* and guide students in sounding it out as /m/ /ie/ /l/ /d/. Write the following words under *mild* and guide students in reading each of these words.

1. mild

2. wild

3. child

- Circle ‘ild’ as you read each word, pointing out the pattern.
- Explain there is another group of one-syllable words in which the letter ‘i’ also represents the /ie/ sound. Write the following words on the board and guide students in sounding out each word with the /ie/ sound.

1. find

5. rind

2. kind

6. wind

3. mind

7. blind

4. bind

8. grind

- Circle ‘ind’ as you read each word, pointing out the pattern.

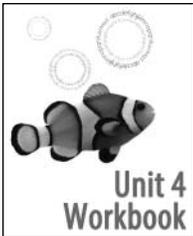
Note: You may also want to point out that *wind* can be sounded out as /w/ /ie/ /n/ /d/, as in, “Please wind up the hose so we don’t trip over it,” or as /w/ i/ /n/ d/, as in, “The wind is really blowing hard today.” Tell students this is one of those words where you just have to try both sounds and see which pronunciation and word makes sense for the context in which it is used.

- Shuffle the leaves in which one-syllable words have an /ie/ sound spelled with 'i'. Have students read each word one at time. Then ask a student to use the word orally in a sentence and then tape it on the correct branch of the /ie/ Spelling Tree.

The Tricky Spelling 'i'

10 minutes

Practice



Worksheet 4.1

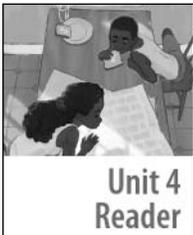
- Ask students to tear out Worksheet 4.1. Complete the worksheet with students as teacher-supported practice, having students first read all of the words in the box.

Reading Time

25 minutes

Close Reading: "Drummer's Grove"

Introducing the Story



"Drummer's Grove"

- Remind students Kim is hunting for a job and her brother Kurt is going along with her as she searches.
- Show students the map of New York City on the page after the Table of Contents and point out the borough of Brooklyn. Remind students this is where Kim and Kurt are, and in the last story they read, Kim and Kurt had just run into Kim's friends Lynn and Sheryl at Prospect Park. Ask students if they remember where Lynn and Sheryl had invited Kim and Kurt to go. (Drummer's Grove)
- Ask students to turn to the Table of Contents, then find and turn to the page on which "Drummer's Grove" begins.

Introducing the Spellings

- Before reading the story write the following spellings on the board.

'y' as /i/	'i' as /ie/
sys tem	kind
Lynn	mind
	find
	wild

Previewing the Vocabulary

- Before reading today’s story, preview the following vocabulary.

1. **drummer**—a person who plays a drum
2. **steel drum**—large drum that makes a tinny sound as it is struck
3. **bongo drums**—little drums held between the knees and struck with the hands

Close Reading

- Have students partner read “Drummer’s Grove.”
- After students have finished reading “Drummer’s Grove” 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 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. Here are some suggestions:
 - 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/her hand to respond.
 - Have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response, before one student then raises his/her hand to respond.
 - Following a question, ask all students to provide a written response, before asking an individual student to respond orally.

Teacher Overview

Main Idea and Key Details: The main idea of “Drummer’s Grove” is Kim and Kurt are distracted from the job hunt once again. Key details of the text include: Kim and Kurt are waylaid when friends ask them to join the festivities in Drummer’s Grove. Kurt likes the drummers best of all. Kurt asks to try drumming. Kurt tries drumming and discovers it is not as easy as it looks. Kim and Kurt decide to return to the pursuit of a job for Kim.

Synopsis: Kim and Kurt join friends in observing and joining the activities in Drummer’s Grove instead of continuing the search for a job for Kim.

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>Page 22</p> <p>Brooklyn was home to all kinds of sounds. Kim and Kurt were used to lots of them. There were the sounds of traffic. Cars and trucks and buses went zipping by all the time, honking their horns and playing loud music on their sound systems. There were also the sounds of voices—people shouting and chatting and singing. There were dogs barking and even the sounds of tools that people used as part of their jobs—like a jackhammer digging a hole in the street. This day, Kim and Kurt were soaking up the sounds in Drummer’s Grove with Kim’s pals, Lynn and Sheryl.</p>	<p>sound systems—amplifiers that project music or voices</p> <p>chatting—talking in an informal manner</p> <p>jackhammer—a tool driven by air that breaks up stone or concrete</p>	<p>Reread paragraph one on page 22. List the different sounds Kim and Kurt are hearing.</p> <p>You may consider having students make some of the various sounds Kim and Kurt were used to hearing in Brooklyn.</p>	<p>There were many different sounds: sounds of traffic, honking horns, cars playing loud music, sounds of peoples’ voices, dogs barking, and tool sounds</p>
<p>Drummer’s Grove is a place in Prospect Park where people gather to play drums. Some of them play steel drums. Some play bongo drums. Some of them hit the drums with sticks. Some of them slap the drums with their bare hands.</p>	<p>bongo drums—a pair of small connected drums played by the hands</p> <p>steel drums—A drum made out of the bottom of an oil barrel</p>	<p>What is Drummer’s Grove?</p>	<p>Drummer’s Grove is a place in Prospect Park where people gather to play the drums.</p>

Lesson

<p>Text From Student Reader</p> <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. 	<p>Vocabulary Instruction</p> <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. 	<p>Text-Dependent Questions</p> <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. 	<p>Responses</p> <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 24</p> <p>Kurt liked the sounds in Drummer’s Grove. He jumped up and down and did a dance. Kim, Lynn, and Sheryl all smiled. “Is drumming a job?” Kurt asked Kim.</p> <p>“It is for some people,” Kim said. “But here I think they drum just for fun.”</p> <p>“I can see why,” Kurt said. “It looks like a lot of fun!”</p> <p>“Would you like to take a shot at it?” Lynn asked.</p>		<p>Lynn asks Kurt if he would “like to take a shot” at playing the drum. What does <i>like to take a shot</i> mean? If you don’t know, look at the words around it to see if you can make a guess.</p>	<p>Support students in using the other information in this paragraph to determine the phrase <i>like to take a shot</i> means take a turn. We can infer this because the text says, “Kurt asked, Would you mind if I took a turn to play?”</p>
<p>“Do you think they would let me play?” asked Kurt.</p> <p>“You won’t know unless you ask,” said Kim. “All they can say is no.”</p> <p>Kurt jumped at the chance. He went up to a drummer, pointed at his drum and said, “Would you mind if I took a turn to play?”</p> <p>The drummer was kind and let Kurt have a chance.</p>		<p>What does it mean when it says “jumped at the chance”?</p> <p>Have students act out the phrase (Kurt) <i>jumped at the chance</i>.</p>	<p>Support students in determining the meaning of the phrase <i>jumped at the chance</i> means Kurt wasted no time in approaching the drummer and asking for a turn.</p>
<p>Kurt pounded on the drum and tapped his foot like he was going wild! He did his best to keep up with the rest of the drummers. He liked drumming. He got the hang of it fast. But soon he felt pain in his hands from pounding so much.</p>		<p>Was drumming as much fun as Kurt thought it would be?</p> <p>What are some of the action verbs associated with drum play in “Drummer’s Grove”?</p> <p>Name an action verb and act it out.</p>	<p>It was fun but his hands start to hurt from pounding the drum so hard.</p> <p>Some of the action verbs are: <i>play; hit; slap; drum; pound; and tap</i>.</p>
<p>Page 26</p> <p>“Thanks,” Kurt told the man as he gave him back the drum, “but you had better take the drum back. It’s hard on my hands.”</p> <p>“If you do it a lot, your hands will get used to it,” the drummer told him.</p>		<p>What did the drummer tell Kurt about his hands?</p>	<p>The drummer told Kurt that if you drum a lot your hands get used to it.</p>

Lesson			
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<p>Kurt went back to where Kim, Lynn, and Sheryl were standing. “You are a good drummer,” Lynn told him.</p> <p>“Tell Kim to get you a drum as a gift after she gets a job!” said Sheryl.</p>		<p>What did Sheryl tell Kurt that Kim should get for him?</p>	<p>Sheryl told Kurt that Kim should get him a drum as a gift when Kim gets a job.</p>
<p>“If we don’t get going soon, I’ll never find a job!” said Kim. “Let’s go, Kurt.”</p> <p>“Good luck with your job hunt,” Lynn said.</p> <p>“See you later!” Kim said. She waved to Lynn and Sheryl. Kurt waved to the drummers.</p>		<p>Why didn’t Kim and Kurt just stay at the Drummer’s Grove the rest of the day so Kurt could start getting his hands used to the drums?</p>	<p>Kim said they needed to keep looking for a job for Kim.</p>
		<p>Turn and Tell: Why is “Drummer’s Grove” a good title for this story?</p>	

Note to Teacher

Please be aware you may not have enough time to complete the worksheet during this lesson. However, we have included it for those teachers who do have time or who may wish to use it at a later time during the unit.

Wrap-up

- If time permits, ask students to turn to Worksheet 4.2 to write five sentences telling why “Drummer’s Grove” is a good title for this story.



Worksheet 4.2

Take-Home Material

Reminder

- Remind students to study for the Spelling Assessment in Lesson 5.

Supplemental Materials

- Decodable words:

- | | | |
|------------|-------------|-------------|
| 1. find | 8. quiet | 15. excited |
| 2. I | 9. item | 16. blind |
| 3. kind | 10. rising | 17. Friday |
| 4. mind | 11. driving | 18. diet |
| 5. child | 12. riding | 19. tiger |
| 6. writing | 13. prices | 20. spider |
| 7. wild | 14. silent | 21. Viking |

- Phrases and sentences:

- | | |
|----------------------------------|-------------------------------|
| 1. find your way | 11. bad timing |
| 2. icing on the cake | 12. on a diet |
| 3. wild child | 13. finer things in life |
| 4. The tigers are sleeping. | 14. Be kind. |
| 5. There is a spider in my boot. | 15. meek and mild |
| 6. He is sliding down the slide. | 16. blind as a bat |
| 7. That rat is gigantic! | 17. mind over matter |
| 8. luck of the Irish | 18. strong but silent |
| 9. dinner in a diner | 19. Mind your manners. |
| 10. a Viking raid | 20. Stan is biting his nails. |

- Wiggle Cards:

- | | |
|-----------------------------------|------------------------------------|
| 1. be quiet | 3. act like you are riding a horse |
| 2. act like you are driving a car | 4. find a partner |

- Chain:

- | |
|--|
| 1. kind > find > mind > mild > child > wild > wind > hind > bind > blind |
|--|