

Lesson 13

✓ Objectives

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

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational text read independently (RI.2.1)
- ✓ Describe the connection between a series of historical events in a nonfiction/informational text read independently (RI.2.3)
- ✓ Determine the meaning of unknown words and phrases in nonfiction/informational text read independently (RI.2.4)
- ✓ Identify and use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a nonfiction/informational text (RI.2.5)
- ✓ Read and write words with the following letter-sound correspondences: 'a' as /a/ (*hat*), /æ/ (*paper*), /ə/ (*about*), or /o/ (*water*); 'i' as /i/ (*hit*), /ie/ (*item*), or /ee/ (*ski*); 'e' as /e/ (*pet*), /ee/ (*me*), or /ə/ (*debate*); 'u' as /ue/ (*unit*) or /u/ (*but*); 'y' as /y/ (*yes*), /ie/ (*try*), /i/ (*myth*), or /ee/ (*funny*); 'ir' (*bird*), 'ur' (*hurt*), or 'er' (*her*) as /er/; 'ar' > /ar/ (*car*) or /or/ (*war*); 'al' > /ə/ + /l/ (*animal*) or /aw/ (*wall*); 'il' > /ə/ + /l/ (*pencil*); 'ul' > /ə/ + /l/ (*awful*); 'el' > /ə/ + /l/ (*travel*); 'le' > /ə/ + /l/ (*apple*); 'tion' > /sh/ + /ə/ + /n/; 'ph' > /f/ (*phone*); 'ch' > /k/ (*school*); 'al' > /aw/ (*wall*) (RF.2.3e)
- ✓ Read the following Tricky Words: *iron* (RF.2.3f)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught with purpose and understanding (RF.2.4a)
- ✓ Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases (L.2.4e)

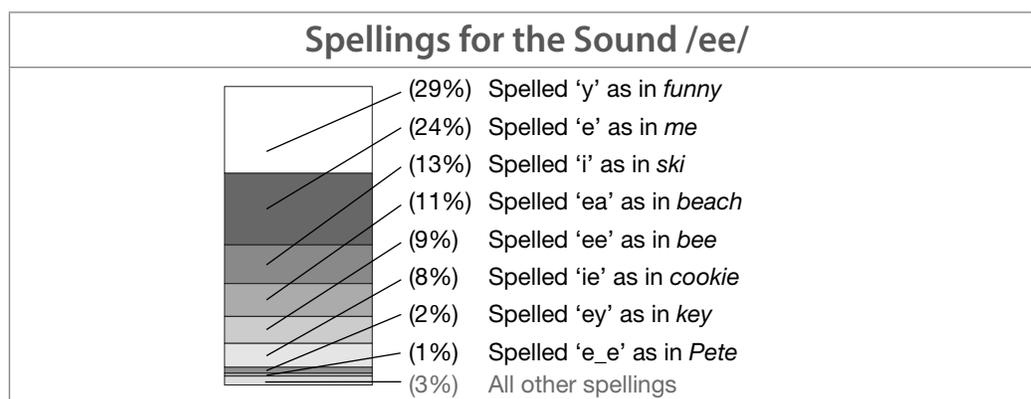
At a Glance	Exercise	Materials	Minutes
Reading Time	Whole Group: "A Famous Ship"	<i>The War of 1812</i> ; board or chart paper; Timeline Card 12	30
The /ee/ Sound and Its Spellings	Today's Focus Spelling	Vowel Code Flip Book; Individual Code Chart; green markers; spelling leaves; /ee/ Spelling Card 'i' > /33/; Spelling Tree; tape	15
Practice	Tricky Spelling 'i'	Worksheet 13.1	15

Advance Preparation

Create the following leaves for the /ee/ Spelling Tree: *ski, taxi, pizza, radio, medium, piano, happiness, heavier, easier, and easiest*, as well as a new branch for 'i' spellings.

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*. Today they will learn 'i' as in *ski*. The 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*.

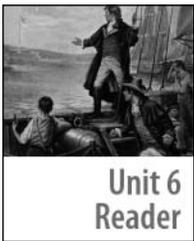
- There are two spellings for the /ee/ sound that will not be taught in Grade 2 CKLA: ‘ei’ as in *either* and ‘i_e’ as in *machine*.
- There are five spellings for /ee/ that are used either exclusively or almost exclusively in multi-syllable words: ‘y’ as in *funny*, ‘i’ as in *radio*, ‘ey’ as in *monkey*, ‘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*.

Reading Time

30 minutes

Whole Group: “A Famous Ship”

Introducing the Chapter



Chapter 4

- 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.

The War of 1812

- 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 US 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.

- **19th century soldiers**—Discuss the uniforms and equipment of the 19th century 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.

Previewing the Tricky Words

- 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 to them that the actual pronunciation is /ie/ /er/ /n/.

Previewing the Vocabulary

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

Vocabulary for “A Famous Ship”

1. **document**—an official or important paper (**40**)
2. **branch**—one of three major parts of the government (**40**)
3. **Supreme Court**—the highest court of law in the United States (**40**)
4. **string**—a series (**42**)
5. **mast**—the tall pole on a ship to which the sails are attached (**masts**) (**42**)
6. **plank**—a long, thick board (**planks**) (**42**)

- Assist students in decoding these words in the following way:
 - Write the vocabulary word on the board.
 - Divide the word into syllables.
 - Cover one syllable at a time with your hand, and segment the word.
 - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
 - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

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

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

Guided Reading Supports and Purpose for Reading

Note: It is important that you stop frequently to ask students questions and check for their understanding of the material, much in the same way you use the Guided Listening Supports in Listening & Learning. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so that the misunderstandings do not compound over time.

- Be sure to call students' attention to and discuss the images and captions accompanying the text, as they often reinforce understanding of the text.
- Also, call students' attention to the bolded vocabulary words in the chapter, noting that they are included in the glossary.

Pages 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 of **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 or 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 of **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 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 or 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 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 or 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.

The /ee/ Sound and Its Spellings

15 minutes

Today's Focus Spelling

Note: Display the Vowel Flip Book, and have the Spelling Card listed in the At a Glance chart ('i' > /ee/) readily available. Also have the Spelling Tree for /ee/ ready to be displayed.

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

Vowel Code Flip Book

1. 'i' > /ee/ (*ski*) Vowel Code Flip Book page 8

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

Individual Code Chart

1. 'i' > /ee/ (*ski*) Individual Code Chart page 8

- Hand out the green markers. Have students turn to **page 8** of the **Individual Code Chart**.

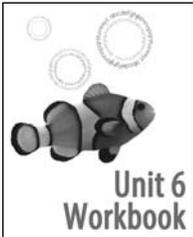
You may wish to remind students that 'i' is also a tricky spelling as students have previously learned 'i' as /i/ and as /ie/.

- Guide students in outlining the appropriate card on the chart as well as the spelling.
- Shuffle the leaves you prepared with 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.
- 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/; 'i' is less frequently used as a spelling for /ee/.

Practice

15 minutes

Tricky Spelling 'i'



Worksheet 13.1

- Ask students to turn to Worksheet 13.1. Review the directions and sample words in which 'i' represents different sounds.
- Complete the worksheet as a teacher-guided activity.

Supplemental Materials

- Newly decodable words:

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

- Phrases and sentences:

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 a piano
2. pretend to ski

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*.