

Lesson 20

✓ 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.

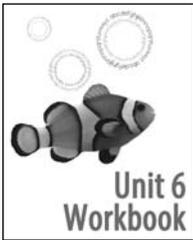
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational text read independently (RI.2.1)
- ✓ Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with nonfiction/informational text read independently, and explain how these graphics clarify the meaning of the text (RI.2.7)
- ✓ Read independently and demonstrate understanding of nonfiction/informational text in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range (RI.2.10)
- ✓ 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)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Spelling	Spelling Assessment	Worksheet 20.1	30
Reading Time	Partner Reading: “The Attack on Baltimore”	<i>The War of 1812</i> ; Worksheet 20.2	30

Advance Preparation

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

10 Spelling Assessment



Worksheet 20.1

- Have students tear out Worksheet 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 worksheet. 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 that they can correct their own work.
- Say and write each word on the board, 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. Ask students to write the words in alphabetical order on the back of worksheet.

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

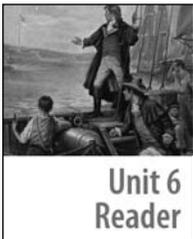
Note to Teacher

At a later time today, you may find it helpful to use the Spelling Analysis Chart provided at the end of this lesson to analyze students’ mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Reading Time

30 minutes

Partner Reading: “The Attack on Baltimore”



Chapter 7



Worksheet 20.2

- 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.
- 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 Worksheet 20.2.

Wrap-Up

- When students have finished reading and have completed Worksheet 20.2, call them back together as a class.
- Review Worksheet 20.2 as a class to promote a discussion of the chapter.

Spelling Analysis Directions

Unit 6, Lesson 20

- The most likely error to occur with these spelling words may be one of incorrectly alphabetizing the words on the back of the spelling worksheet. Additional instruction will be given with this skill as the unit progresses.
- 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?

Spelling Analysis Chart Lesson 20

	Tricky Word: Ironsides																				
	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																				
Name		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20