

Lesson 32

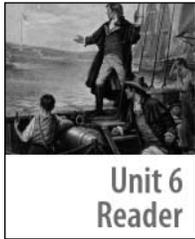
Writing

✓ 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)
- ✓ Determine the meaning of unknown words and phrases in nonfiction/informational texts 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 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 phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)
- ✓ Plan, draft, and edit an informative/explanatory text that introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section (W.2.2)
- ✓ Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (SL.2.6)
- ✓ Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases (L.2.4e)

<i>At a Glance</i>	Exercise	Materials	Minutes
Reading Time	Whole Group: “Making Sense of the National Anthem”	<i>The War of 1812</i>	30
Writing	Taking Notes on “Making Sense of the National Anthem”	<i>The War of 1812</i> ; previously prepared chart of questions; chart paper; marker; Worksheets 27.2, 32.1	30



Chapter 12

Whole Group: “Making Sense of the National Anthem”

Introducing the Chapter

- Tell students that the title of today’s chapter is “Making Sense of the National Anthem.”
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Previewing the Vocabulary

- There is no vocabulary to preview for this chapter.

Guided Reading Supports and Purpose for Reading

- 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 102 and 103

- Read the title of the chapter together as a class, “Making Sense of the National Anthem.”
- Call students’ attention to the image of the words for “The Star-Spangled Banner” on **page 103**.
- Have students read the caption on **page 103**, and point out that it describes the image.
- Have students read **page 102** to themselves to find the answer to the question: “How long ago did Francis Scott Key write the poem that became our national anthem?”
- After students finish reading, restate the question and ask students to answer. (about two hundred years ago) Record the answer on the board or chart paper.
- Have students share what they remember about Francis Scott Key and Fort McHenry. (Answers may vary, but should include that Francis Scott Key wrote the poem that became “The Star-Spangled Banner” at the battle of Fort McHenry and that the words describe him watching the flag and hoping it was still flying after the battle ended.)

Pages 104 and 105

- Call on one student to read the first paragraph on **page 104**, and have the class listen for the answer to the question: “What do the words *perilous fight* mean?”
- When the student has finished reading, restate the question and ask students to answer. (The words *perilous fight* mean a dangerous battle.)

- Call on another student to read the second paragraph on **page 104**, and have the class listen for the answer to the question: “What does the word *ramparts* mean?”
- When the student has finished reading, restate the question and ask students to answer. (The word *ramparts* means the walls of the fort.)
- Call on another student to read the third paragraph on **page 104**, and have the class listen for the answer to the question: “What does the word *spangled* mean?”
- When the student has finished reading, restate the question and ask students to answer. (The word *spangled* means dotted with stars.)
- Ask, “What does it mean that the broad stripes and bright stars were *streaming*?” (When the wind blows, the flag ripples in the air causing the stripes to look like moving water, as in a stream.)
- Direct students’ attention to the image on **page 105**, and read the caption aloud as a class.

Pages 106 and 107

- Call on one student to read aloud the first paragraph on **page 106**, asking students to listen for the answer to the question: “What do the words *at the twilight’s last gleaming* mean?”
- After the student finishes reading aloud, restate the question and ask students to answer. (The words *at the twilight’s last gleaming* means just as the sun set.)
- Ask, “How could Key see the flag at night?” (The *rockets red glare* and the *bombs bursting in air* lit up the night sky.)
- Call on another student to read the second paragraph on **page 104**, and have the class listen for the answer to the question: “Why couldn’t Key see the flag just before dawn?”
- When the student has finished reading, restate the question and ask students to answer. (The attack had ended, so there were no flashes from rockets or bombs.)
- Direct students’ attention to the image and caption on **page 107**, and call on one student to read the caption aloud.

Pages 108 and 109

- Have students read **page 108** to themselves to find the answer to the question: “Throughout the attack on Fort McHenry, what was Key looking to see?”
- When students have finished reading, restate the question and ask students to answer. (Key wanted to see the U.S. flag.)
- Have students look at the image on **page 109** and read the words in the bubble aloud as a class.

Pages 110 and 111

- Tell students to read **page 110** to themselves to find the answer to the question: “What do the words *land of the free and the home of the brave* mean?”
- When students have finished reading, restate the question and ask students to answer. (The words *land of the free and the home of the brave* mean the United States.)
- Ask, “What do the last lines of the song mean?” (They ask: is our flag still waving?)
- Discuss the image on **page 111** with students, and read the words in the bubble aloud as a class.

Pages 112 and 113

- Tell students to read **page 112** to themselves to find the answer to the question: “Is there a part of our national anthem that answers the questions Key wrote?”
- When students have finished reading, restate the question and ask students to answer. (Yes, but the answers are in a part of the anthem that we don’t sing very much.)
- Discuss the image on **page 113** with students, and read the caption aloud as a class. Note for students the answers to the questions Key wrote in the first part of the anthem.

Writing

30 minutes

Taking Notes: “Making Sense of the National Anthem”



Unit 6
Reader

Chapter 12



Unit 6
Workbook

Worksheets 27.2, 32.1

- Tell students that today they will take notes on another chapter in the Reader.
- Direct students’ attention to Worksheet 27.2, and reread aloud Mr. Mowse’s remaining four questions.
- Ask students to turn to Worksheet 32.1 and point out that Mr. Mowse’s remaining questions have been copied on this worksheet, along with space for students to take notes.
- Tell students that the title of today’s chapter is “Making Sense of the National Anthem.”
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.
- Tell students they will listen again to the chapter and, using their worksheets, take notes during the reading to answer the questions.
- Remind students that when they take notes, they should write only the important words and phrases necessary to answer the questions, rather than complete sentences.

- Tell students that as you read the chapter aloud, you will pause when necessary to allow them to fill in answers on their worksheet. Note for students that you will model how to do this correctly.

Questions for Note-Taking

Note: Reread Chapter 12 to students to help them fill in information to answer the questions on Worksheet 32.1. Familiarize yourself with the questions on the worksheet (also printed with answers at the end of this lesson) so you can pause and model taking notes when a question has been answered in the reading. Ensure that students write only the important words and phrases necessary to answer the questions, emphasizing that writing in complete sentences is not necessary at this point in the process.

Worksheet 32.1

1. What are the three times during the attack on Fort McHenry that Key looked for the flag? (just as the sun set, at night, at dawn)
 2. How could Key see the flag in the middle of the night? (the rockets and bombs lit up the sky)
 3. Why couldn't Key see the flag just before the sun came up? (The attack had ended, so no bombs lit up the sky.)
 4. Why was it important to Key to see if the flag was still flying after the attack ended? (meant the British had given up)
- Allow students to brainstorm any additional questions they may have about our national anthem. Ensure that their questions are pertinent to the topic. Record any additional questions on chart paper. You may wish to encourage or require students who are proficient writers needing more challenge to include additional questions.
 - Have students keep Worksheet 32.1 in their Workbook for use in future lessons.