



FICTION

Grade 2

LARRC

Language and Reading Research Consortium

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UNIT VOCABULARY

Multi-

More than two



Extraordinary

Very unusual or extra special



Identify

To find out or show what something is



Authority

The right to do something or tell other people what to do



Disgust

Strong dislike because something is sickening



Expert

Someone who knows more than most people about something



Isolation

Separation from other people



Dock

A space to park your boat or truck



Grade 2 | **FICTION**

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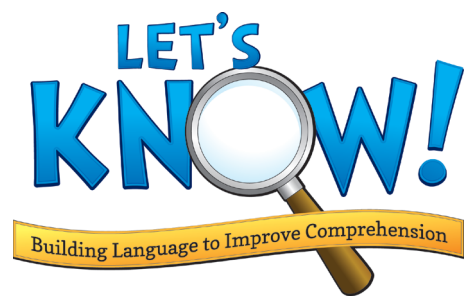
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Unit Resources

- Teacher's Bookshelf
- Word Web
- Unit Vocabulary
- Vocabulary Picture Cards
- WRAP sets



UNIT OVERVIEW

FICTION

In this unit, children will learn how to retell narratives using the story elements from their fiction texts.

DESCRIPTION

Students will identify and use descriptive language, such as adjectives and adverbs, as they read and discuss the texts.

CLOSE PROJECT

Students will apply description as they summarize an episode from a story in their own comic strips!

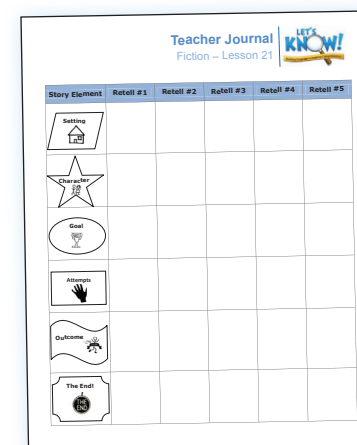
UNIT TEXTS

During the unit, students will read and discuss three books related to the unit theme.

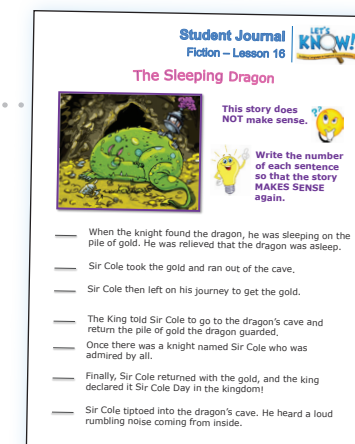
- Officer Buckle and Gloria by Peggy Rathmann
- A Bad Case of Stripes by David Shannon
- The Raft by Jim LaMarche

The Teacher's Bookshelf suggests additional theme-related texts for independent reading.

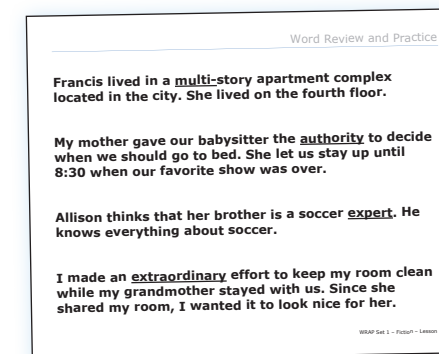
UNIT MATERIALS



Teacher Journal*



Student Journal



WRAP sets



Comprehension Monitoring Icons

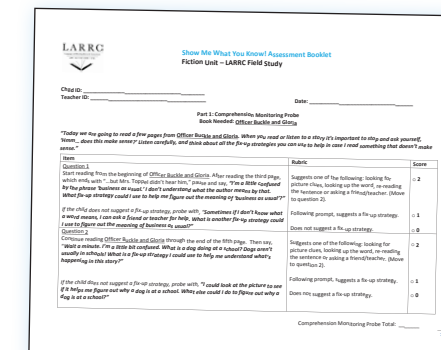


Vocabulary Picture Cards

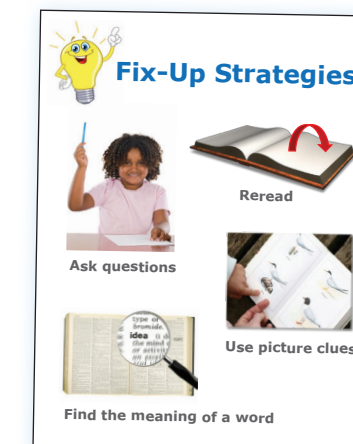
Prefix Game Cards Fiction - Lesson 13

fix	run	fat
view	stop	certain
caution	fiction	fill
make	sense	order
pare	tie	cycle
mind	complete	pay
able	fair	heat
afraid	broken	correct

Supplemental Materials*



Show Me What You Know Assessment



Fix-Up Strategies Poster

UNIT SCHEDULE

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Lesson 3 Words to Know
Lesson 4 SMWYK Practice

Week 2 Lesson 5 Text Mapping
Lesson 6 Words to Know
Lesson 7 Integration
Lesson 8 Read to Know

Week 3 Lesson 9 Read to Me
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SMWYK Assessments

Week 7 Lesson 22 Stretch and Review
Lesson 23 Stretch and Review
Lesson 24 Close



*Most materials are provided in print and for digital use.



Study Resources

- Student Tracking Sheet
- Contact Information
- Survey Information
- Observation Schedule
- District Calendar



Teacher Resources

- Professional Development Notes
- Teaching Techniques
 - Rich Discussion
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 - Using Navigation Words



Teaching Techniques

Read to Me – Rich Discussion

TEACHING TECHNIQUE INTRODUCTION

The Read to Me lessons are designed to promote children’s engagement and experiences with a variety of rich texts aligned to the *Let’s Know!* unit themes. During these lessons, you will share texts that contain rich language and content with students in an engaging way. Reading aloud texts with children provides the opportunity to have rich discussions about the texts after reading. The goal of these discussions is to provide students opportunities to use *higher-level inferential language*.

During the Read to Me lessons, the reading of each text will be followed by a teacher-facilitated discussion (of approximately 5-10 minutes in length) involving all of the students. The discussion should center around one or more major questions, topics, or issues concerning the text.

STEPS TO USING RICH DISCUSSION

The goal is to have a discussion that is facilitated but not dominated by the teacher, in which one topic is discussed extensively over multiple turns and multiple students are able to participate.

The teacher should pose a question on a higher-level topic, such as the following:

Narrative texts...

- The goals or motivations of a character and what happened as a result of their actions
- What might happen if the story continued
- Experiences that students have had that relate to the book

Expository texts...

- What would happen if animals did not change or adapt to different environments
- How fossils are formed
- Why it is important to conserve environmental resources

Guidelines for discussion:

- Show that you are listening to what others have to say.
- Respond to what others say in a way that demonstrates understanding.
- Be sure everyone knows what the discussion is about (and if there are any special rules for this discussion).

(Narrative/Expository)



Teaching Techniques

Read to Me – Comprehension Monitoring

TEACHING TECHNIQUE INTRODUCTION

Comprehension monitoring is the process by which skilled readers identify when they don't or can't understand something (e.g., a novel word, an idea presented by the author) and then attempt to 'fix-up' that understanding.

OUTLINE OF TEACHING SEQUENCE

I Do:

- 1) Model comprehension monitoring. Remind students to pay attention to the story structure (who the characters are, the initiating event, what the characters' goals are, and so on) or to the text structure of an expository text, as these will help them make sense of what they read.
- 2) Begin to read a text. Stop periodically to model, asking yourself, "Is everything making sense? What doesn't make sense about what I just read?"
- 3) Model specific fix-up strategies that students can employ when the text doesn't make sense. Fix-up strategies could include the following:
 - Using pictures and context clues
 - Asking questions (younger children can ask the teacher)
 - Rereading a sentence that did not make sense
 - Rereading the sentence before and after the sentence that didn't make sense
 - Finding the meaning of a word or studying a word for clues to its meaning
 - Using graphic organizers to organize what *is* known

We Do:

- 4) Students should be encouraged to use signs or signals when they don't understand what is being read. The fix-up strategies can be displayed on a poster, with reminders to students of different ways to address the gaps in understanding. Practice using these tools with students as you read together.

You Do:

- 5) As the students become more skilled in applying the strategy independently, they can work with peers to use the strategy or apply it on their own.

Close:

Remind students to stop periodically and ask themselves, "Does this make sense?" Encourage them to practice using fix-up strategies when parts of a text do not make sense.



Teaching Techniques

Read to Me – Predicting

TEACHING TECHNIQUE INTRODUCTION

The Read to Me lessons are designed to promote children's engagement and experiences with rich texts aligned to the unit focus. One instructional technique to be embedded within Read to Me lessons is that of predicting. Formally, predicting involves the act of foretelling something that will happen in the future, and it usually involves activation of one's background knowledge. Predicting, as applied by students when reading or listening to a text, helps to activate their background knowledge on a given topic and to link that knowledge to new information in the book. In turn, these connections help students create a more precise *mental model* of a text. Having a mental model improves comprehension of the text.

At the same time, the act of predicting helps to create a purpose for reading and can help students become more engaged (as they seek to confirm whether their own predictions are correct). Reading for a purpose and being engaged when reading also improves children's reading comprehension.

PREDICTING INVOLVES...

- Using background knowledge to establish expectations about a text one is listening to or reading.
- Monitoring the accuracy of one's predictions to confirm or adjust them while reading, and thus continue making deeper connections with the text.

HELPING STUDENTS TO PREDICT...

- Students can learn to employ predictions as they read by explicit instruction in use of this strategy by their teacher. See below for a discussion of the steps in explicit strategy instruction.
- Students can produce predictions *before reading, during reading, and after reading*.
 - Before-reading predictions do not tend to improve students' comprehension, but rather help students to activate background knowledge and become motivated.
 - During-reading predictions are embedded during reading (or listening) activities and are designed to help students engage more deeply with text, forge connections between background knowledge and a text, and provide students the opportunity to confirm their predictions by continued reading or listening.
 - After-reading predictions generally have no right answers; for instance, students might be asked to infer what will happen after a story ends. Although students cannot confirm these predictions, they can help students to engage more deeply with the text.

FIVE COMPONENTS OF EXPLICIT TEACHING OF COMPREHENSION STRATEGIES

Taken from Duke and Pearson (YEAR), the following examples demonstrate how predicting can follow the steps of explicit strategy instruction for a **narrative text**.

1. An explicit description of the strategy and when and how it should be used.

“Predicting is making guesses about what will come next in the text you are reading. You should make predictions a lot when you read. For now, you should stop every two pages that you read and make some predictions.”

2. Teacher and/or student modeling of the strategy in action.

“I am going to make predictions while I read this book. I will start with just the cover here. Hmm... I see a picture of an owl. It looks like he—I think it is a he—is wearing pajamas, and he is carrying a candle. I *predict* that this is going to be a make-believe story because owls don’t really wear pajamas and carry candles. I predict it is going to be about this owl, and it is going to take place at nighttime. . .”

3. Collaborative use of the strategy in action.

“I have made some good predictions so far in the book. From this part on I want you to make predictions with me. Each of us should stop and think about what might happen next. . . Okay, now let’s hear what you think and why. . .”

4. Guided practice using the strategy with gradual release of responsibility.

Early on...

“I have called the three of you together to work on making predictions while you read this and other books. After every few pages I will ask each of you to stop and make a prediction. We will talk about your predictions and then read on to see if they come true.”

Later on...

“Each of you has a chart that lists different pages in your book. When you finish reading a page on the list, stop and make a prediction. Write the prediction in the column that says ‘Prediction.’ When you get to the next page on the list, check off whether your prediction ‘Happened,’ ‘Will not happen,’ or ‘Still might happen’. Then make another prediction and write it down.”

(This is based on the Reading Forecaster Technique from Mason and Au (1986) described and cited in Lipson & Wixson [1991].)

5. Independent use of the strategy.

“It is time for silent reading. As you read today, remember what we have been working on—making predictions while we read. Be sure to make predictions every two or three pages. Ask yourself why you made the prediction you did—what made you think that. Check as you read to see whether your prediction came true. Jamal is passing out Predictions! bookmarks to remind you.”

The following examples demonstrate how predicting can follow the steps of explicit strategy instruction for an **expository text**.

1. *An explicit description of the strategy and when and how it should be used.*

“Predicting is making guesses about what will come next in the text you are reading. You should make predictions a lot when you read. For now, you should stop every two pages that you read and make some predictions.”

2. *Teacher and/or student modeling of the strategy in action.*

“First read the title, look at the table of contents, and look at some of the photographs, charts, and diagrams. Then think about what we already know about the topic and concepts. We call this information our schema, or our prior knowledge; we have to recall this from memory. Finally, I can use my prior knowledge to make an informed prediction about what we might read about in this text... I think the author is going to tell us a lot about the life cycle of a frog. Maybe she will even tell us more information about how a tadpole becomes a frog...”

3. *Collaborative use of the strategy in action.*

“I’ve made some good predictions so far in the book. From this part on I want you to make predictions with me. I am going to read the title of the first chapter and show you the photographs... Recall what you know from memory—use your prior knowledge. What interesting information do you already know about frogs? Turn to your neighbor and compare what you already know. Okay, now let’s hear what you think and why.”

4. *Guided practice using the strategy with gradual release of responsibility.*

Early on...

“Now, based on the information you think you know, what do you predict the author will write about in this section? Turn and tell your neighbor.”

Later on...

“The last thing we have to do is revisit our predictions. Were we on track? Did we learn something new? For example, we read that frogs start their lives as eggs. Before, I said that they start their lives as tadpoles. So I learned something new. I am going to write that on our Prediction Chart under the heading *Now I Know*.”

5. *Independent use of the strategy.*

“It’s time for silent reading. As you read today, remember what we’ve been working on—making predictions while we read. Be sure to make predictions and ask yourself why you made the prediction you did—what made you think that. Check as you read to see whether or not you were on track.”

References

Duke, N. K., & Pearson, P. D. (in press). Effective practices for developing reading comprehension. To appear in A. E. Farstrup & S. J. Samuels (Eds.), *What Research Has to Say about Reading Instruction*. Newark, DE: IRA.



Teaching Techniques

Words to Know – Rich Vocabulary Instruction

TEACHING TECHNIQUE INTRODUCTION

The Words to Know lessons are designed to promote children’s knowledge and use of vocabulary aligned to the unit focus. The teaching technique Rich Instruction characterizes the elements of effective vocabulary instruction summarized by Beck and McKeown (1991, 2007). Specifically, the rich vocabulary instruction approach of *Let’s Know!* focuses on increasing the quality and complexity of children’s oral language by targeting complex vocabulary and using a discussion-based approach during a group read-aloud. Both younger and older students can learn and use complex vocabulary efficiently from read-aloud activities and discussion. Furthermore, the use of read-aloud activities to teach vocabulary allows teachers to expose children to a variety of good books and broad language experiences.

OUTLINE OF TEACHING SEQUENCE

- 1) **Identify the word (i.e., say and show the word to students).**
 - Pre-K and K students say the word.
 - Grade 1–2 students spell the word orally.
 - Grade 3 students write the word.

- 2) **Provide a child-friendly definition and use the word in a sentence.**
 - Pre-K–3 students discuss why/how the picture represents the word.
 - Pre-K–3 students provide the definition in their own words.
 - Grade 1–2 students provide example sentences for the word orally.
 - Grade 3 students write an example sentence using the word.

- 3) **Discuss related words (e.g., synonyms, antonyms, and/or other words connected to the target word).**
 - Pre-K and K students focus on other words they think about and explain why.
 - Grade 1–3 students address one or more of the types of related words and discuss the difference between the new word and related words.

- 4) **Discuss the use of the word meaning in other contexts and/or other meanings of the same word in different contexts.**
 - Pre-K–K students discuss the use of the word meanings in other contexts.
 - Grade 1–3 students use the different word meanings in varied sentences.



Teaching Techniques

Integration – Inferencing

TEACHING TECHNIQUE INTRODUCTION

To make an inference, the reader or listener uses information in the text or illustrations and his or her own background knowledge to fill in information (e.g., about what a character might be feeling) or go beyond/elaborate on what is presented (e.g., what might happen next), resulting in a deeper understanding of the text.

OUTLINE OF TEACHING SEQUENCE

Before the lesson:

- 1) Preview the text and illustrations to determine where to stop and ask questions that will prompt inferential thinking.
 - a. See below for categories and sample questions.
 - b. Note that inferential questions typically begin with *Why* and *How*; if *What* is used, it is not for labeling, but rather to link the text to prior knowledge.
- 2) On sticky notes, write questions related to the text or illustration for each stopping point; place them on the page for easy reference when reading aloud.

I Do:

Begin by asking inferential questions and modeling making inferences.

- 3) Introduce the lesson and read the first portion of the text.
- 4) Ask your first question(s) and think aloud to model making an inference. Ensure that students can see how you are using both text clues and prior knowledge to infer something about the text.

We Do:

Gradually release responsibility for question generating and answering to students.

- 5) Ask another inferential question as you continue to read the text.
- 6) Allow students think time and/or time to talk to a partner.
- 7) Discuss answers as a class.
- 8) Repeat steps 5-8 for the remainder of the text or until time has run out.

You Do:

Transition into scaffolding students to generate *Why*, *How*, and *What do you think...* questions for themselves; provide support and encourage them to request support as needed.*

*Suggestion: Provide young children with icons to help them generate and answer questions. For example, Paris and Paris (2007) used a heart icon to signal inferences about characters' feelings and a head icon for inferences about characters' thoughts.

(Narrative/Expository)

Close:

Review the steps of making inferences and why it is so important to link our background knowledge to unfamiliar parts of the text to improve our understanding. Suggest how children can apply this technique in other contexts.

CATEGORIES AND EXAMPLES OF INFERENTIAL QUESTIONS

Categories (van Kleeck, Woude, & Hammett, 2006) that promote inferential thinking may be used to plan questions.

- Attitudes, points of view, feelings, mental states, and motives of characters
 - Character's feelings
 - *How do you think that made the little dog feel? Why do you think so?*
 - [pointing to an illustration] *How is that man feeling? Why?*
 - Character's motives
 - *Why do think Jack climbed the beanstalk?*
 - Character's thoughts
 - *What do you think the wolf is thinking now? Why do you think that?*
- Similarities and differences between elements within the text/illustrations (e.g., objects, events, concepts, people) or between the text/illustrations and students' world knowledge
 - [pointing to an illustration] *What can you tell me about the setting of our story now? How do you know our setting has changed?*
 - *What happened to the boy's neighbor? How is that similar/different to what happens in your neighborhood?*
 - *Look at the coloring of this lizard's skin. Do you think it lives in the jungle or the desert? Why?*
 - [pointing to a photo] *What might this area look like after many years if erosion continues?*
- Causes of events that have occurred
 - *Why do you think that happened?*
- Predictions (may also involve inferences related to characters' motives, thoughts, and feelings)
 - *What do you think will happen next? ...Why do you think so?*

REMINDER: Refer to both text and illustrations when you create prediction questions, and scaffold students to do the same.



Teaching Techniques

Integration – Retelling

TEACHING TECHNIQUE INTRODUCTION

The Integration lessons are designed to provide students with an opportunity to learn and practice retelling and inferencing strategies to help them become more strategic readers. Retelling is a strategy students must learn to apply when listening to or reading narrative texts because it focuses their attention on key story elements that are essential for narrative comprehension (van den Broek, Kendeou, Lousberg, Visser, 2011).

The Retelling technique is designed to support the development of progressively more complete retellings. The steps selected for teaching retelling were adapted from several studies, all of which used one or more supports for developing the skill. Supports included visuals (e.g., icons, pictures, story maps, puppets) or role play/story reenactment (Davies, Shanks & Davies, 2004; Nielsen, 1993; Paris & Paris, 2007) with active engagement and repeated experiences to help students develop more complete retellings.

As with any strategy instruction, the teacher starts by modeling retelling for students. As students become more skilled in applying the strategy independently, they can work with peers to use the strategy or apply it on their own.

OUTLINE OF TEACHING SEQUENCE

Sample Instructional Sequence for Teaching Retelling

[Day 1]

1) **Introduce the strategy and story element icons.**

- a. Introduce students to the goal of this strategy—to listen for the key elements of the story so that they can retell the story. Explain that knowing the key story elements and retelling a story will help them to understand stories they hear read aloud or read themselves.
- b. Explicitly teach students the key story elements using the story element icons as you retell a story; each icon is explained in the *Let's Know!* lesson script. Once the icons are taught, they will be referred to as the teacher reads new stories and as a reminder when the teacher or students engage in retelling a story.

2) **Apply the use of the story elements to a new story.**

- a. Before reading the new story, introduce the setting and characters briefly, making links to the story element icons.
- b. Set a purpose for listening connected to the story elements related to plot (e.g., characters' goals, attempts to reach goals, outcome/ending). Point to the icons as you set this purpose.
- c. Read the new story. Return to the purpose by engaging the group in discussing the plot-related story elements.

(Narrative)

- d. Introduce a story map that communicates the story elements using drawings. Prepare the story map in advance; you could use one piece of paper for each major story element (there may be more pages for attempts to reach goals). Show the drawings, organized in the order of the story.

3) Retell the story.

- a. Demonstrate and explain how to use the story map as a guide when retelling the story.
- b. Introduce the idea of using signal words when retelling a story (as appropriate for the grade level). Post examples of words for students who can read.
 - Introduction (e.g., *there once was, once upon a time*)
 - Connecting words (e.g., *later, after that, and then, when, next*)
 - Ending (e.g., *at the end, finally*)

4) Provide guided practice, helping students to retell the story using the story map.

Suggestion: Refer to a poster or cards with the story element icons whenever discussing story elements, and provide students with a small, personal version of the icons.

[Day 2]

1) Review the story elements and story element icons.

2) Repeat step 2 of Day 1 with a different story (or repeat with the same story).

3) Have students draw/assemble their own story maps.

- a. As stories become longer, add more drawings to represent actions and attempts.
- b. At grades 2 and 3, you could have students write a retelling 'script' to accompany their story maps, using a paragraph or dramatic (play) format.

4) Engage students in retelling the story in pairs or groups. Model and scaffold as needed.

- a. Pre-K and K: The following are modifications and alternatives with a focus on active engagement and repeated exposure.
 - You may want to make copies of the story map for students to use, rather than have students spend time drawing/assembling their own.
 - Place copies of the story map with the storybook for students to use during center time or free choice time.
 - Engage students in reenacting the story. Act as the narrator and scaffold students through acting out the story. All students may participate (i.e., extra students could 'play' setting props such as trees or use gestures/poses to represent other parts of the story) or the children can take turns being the audience and actors.
 - Make cardstock puppets of the main characters to support retelling.
- b. Grades 1-3: To meet additional grade-specific objectives, in addition to identifying story elements, you could demonstrate and require students to:
 - Describe main characters when introducing them (indicators of personality and internal state).
 - Integrate key dialogue into retellings.
 - Extend the story map to include more than one episode and explain the concept of an episode.

(Narrative)

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Teaching Techniques

Integration – Finding the Main Idea

TEACHING TECHNIQUE INTRODUCTION

Identifying the *main idea* requires a listener or reader to select what is most important from the text and to disregard the less important information. Then the reader must integrate the most important ideas to determine the overall main idea of the text.

OUTLINE OF TEACHING SEQUENCE

The following examples demonstrate an instructional sequence for teaching students how to find the main idea of an expository text.

I Do:

1) **Explain the technique Finding the Main Idea to students.**

“After reading the title and looking through the pictures of this book, we know that we are going to read about animal homes. Authors write many things about animals’ homes. The most important information that the author wants us to know is written in each section of the text. These are the main ideas. For now, you should stop after each paragraph that you read and say what the main idea of that paragraph was.”

2) **Model finding the main idea in action.**

“I am going to read a paragraph from the book and show you how I find the *main idea*, or what the author thinks is most important about animal homes in that paragraph. [Read the paragraph.] Hmm... The word *food* kept coming up when I read this paragraph. It said that people keep food in their homes and that some animals keep food in their homes. I think the main idea about animal homes in this paragraph is that some animals keep food in their homes, just like people. When a word keeps coming up in a paragraph, it can be a clue to the main idea.”

[Write the main idea on a chart and repeat this step with another paragraph.]

We Do:

3) **Practice finding the main idea with students.**

“I’ve found the main idea in the paragraphs we’ve read so far. Now I want you to work with me to find the main idea. As I read, you need to listen for words that are clues to the main idea and be ready to tell the class what you think the main idea is and why.” [Continue reading and write students’ ideas on the chart.]

4) **Provide guided practice on finding the main idea with gradual release of responsibility.**

Early on...

“I’ve called the three of you together to find the main idea while you read this book. After every paragraph each of you must stop, tell me the main idea of the paragraph, and explain how you decided it was the main idea.”

Later on...

“Each of you has a chart that lists different pages in your book. When you finish reading a paragraph, stop and write the main idea for each paragraph.”

You Do:

5) **Have students practice finding the main idea independently.**

“It’s time for silent reading. As you read today, remember what we’ve been working on—finding the main idea in paragraphs. Be sure to find the most important information that will be the main idea in each paragraph. Ask yourself what helped you decide that was the main idea.”

Close:

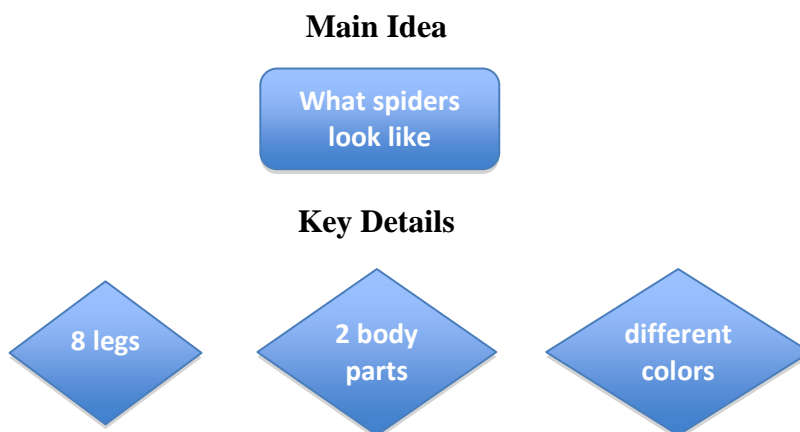
- 6) Remind students of the importance of finding the main idea and emphasize how repeated words (and phrases) in texts can help them find the main idea.

Once students can identify the main idea at the paragraph level with repeated words as the clue, move to teaching other clues to the main idea (e.g., boldface print, headings, and the first sentence of a paragraph). Later, expand the same process to larger units of text to decide the main idea (e.g., a subsection of a book). Reapply what you taught regarding clues to finding the main idea to larger units of text.

IDENTIFYING SUPPORTING DETAILS

Once students have a solid understanding of main idea, teach them how to identify *key supporting details* (important things to know about the main idea). Take the main idea of a paragraph/section that includes 2-3 important details, and ask questions in order to model how to identify the details. Create a concept map with one *Main Idea* (e.g., What spiders look like) on top and the *Key Details* (e.g., eight legs, two body parts, different colors) below; you could use another shape to signal the difference between the main idea and details.

Note: Not all books lend themselves well to teaching supporting details. Many simpler expository texts may have a clear main idea and examples, but not clear supporting details.





Teaching Techniques

Integration – Summarizing

TEACHING TECHNIQUE INTRODUCTION

Summarizing requires a listener or reader to identify the *main idea* and key *supporting details* of a text or part of a text, and then to communicate them to an audience orally or in writing.

OUTLINE OF TEACHING SEQUENCE

I Do:

1) **Describe to students how they can summarize a text.** Explain that they will include the main idea and supporting details of a book, or part of a book, and then explain them to others who have not read that book.

2) **Model summarizing a text or part of a text for students.**

“We already determined the main idea and key supporting details for the first section of our book. We put the main idea in the rectangle (*what spiders look like*) and the supporting details in the diamond shape. I am going to use this information to summarize this section of the book... ‘Spiders look the same in some ways. They look alike because they all have 8 legs and 2 body parts. What is not the same is they can be different colors.’”

We Do:

3) **Orally summarize a text or part of a text with students.**

“Let’s look at one of the other concept maps we made when we were reading the book about spiders. Now I want you to work with me to use the main idea and supporting details on our chart to help me summarize this next part of the book. [Call attention to the chart and provide guidance reminding them to say the main idea *first*.] Next, turn to your partner and summarize...” [Have pairs share their summaries with the group.]

4) **Provide guided practice for summarizing with gradual release of responsibility.**

“I’ve called the three of you together to work on summarizing sections of this book. After every each section, I want you to decide together on the main idea. Then write it down and draw a rectangle around it. Next, do the same for the important details. Afterwards, practice saying your summary to each other using what you wrote down as your guide.” [Support students as they practice summarizing.]

Note: Repeat steps 1 and 2, modeling and practicing writing a summary.

5) **Later on . . .**

“Each of you has a paper that lists the sections in your book. Read the section, and then map out the main idea and supporting details on your paper. This time, instead of telling your summary, write your summary down.”

You Do:

6) **Have students practice summarizing independently.**

“It’s time for silent reading. As you read today, remember what we’ve been working on—finding the main idea and supporting details in sections of a book, and then writing a summary of that section. Your job is to map out the main idea and supporting details for two sections of your book and write a summary for each.”

Close:

7) **Conclude the lesson, demonstrating the value of the strategy taught.** Remind students of the importance of finding the main idea and key supporting details, and then writing them down as a way to prepare to tell or write a summary. Explain that summarizing a text shows that you understand the important parts of what you read.



Teaching Techniques

Read to Know – Engaging Readers

TEACHING TECHNIQUE INTRODUCTION

The Read to Know lessons are designed to promote children’s engagement with reading by allowing students the autonomy to make decisions about what they read and helping them to select texts that are of interest to them. Coupling the reading with a task—either working alone or collaboratively with peers—to communicate information from the text to someone who has not read it (e.g., recount the text or share information, ideas, thoughts, and feelings) is also very engaging. Tasks may include drawing or other visual display with dictation, writing, audio, or video, including digital storytelling.

OUTLINE OF TEACHING SEQUENCE

- 1) Make a variety of texts that are well matched to the goals of the unit (e.g., learning about story elements, reading about animals) available to students. Consider a range of texts in terms of students’ levels, and provide a variety of familiar and unfamiliar books. Some selections should lend themselves to comparison (e.g., several stories by the same author; stories with animal characters; similar genres, such as fantasy, realistic fiction, and historical fiction).
- 2) Provide students autonomy in selecting texts to read while simultaneously enticing them to look at texts that will challenge them.
- 3) Explain the purpose of the lesson (to select a book or books, read alone, complete a task, and share with a partner or small group).
- 4) Present a task that requires students to respond to their reading in a deep way. For example, you could have students draw a story element, share a reaction to a text with a partner, or share ideas in small book clubs based on the texts they selected to read.
- 5) After 10-20 minutes of reading, have students complete the task and share with others.

EXAMPLES OF TASKS FOR DIFFERENT GRADE LEVELS

Pre-K and K:

- Draw your favorite part or favorite character from a story.
- Create puppets to use to retell the story you read.
- Draw and share two things you learned from an expository text with your partner.

Grades 1-3:

- Create a storyboard or story map to illustrate the important parts of the story and use it to retell the story to others. Use descriptive details in your retell.
- *Write in your journal:* Describe a character in your own words. Use examples from the story to show what the character did, thought, or said.
- *Write in your journal:* Compare and contrast two texts you read. Create a chart showing the similarities and differences.

(Narrative/Expository)



Teaching Techniques

Text Mapping – Recasting

TEACHING TECHNIQUE INTRODUCTION

The Text Mapping lessons include objectives related to the production and comprehension of different grammatical structures. The technique discussed in this document is *recasting*. With conversational recasting, a teacher follows up on a child's incorrect and/or less-complex utterance with a sentence using a similar but corrected, and sometimes expanded, form. Recasts maintain the meaning of children's utterances while modifying their structure. For example, if a child says, "The dog running," the teacher would say, "Yes, the dog is running." There is strong evidence that supports the use of recasting with children when targeting grammar objectives (e.g., Fey, Long, & Finestack, 2003; Nelson, Camarata, Welsh, Butkovsky, & Camarata, 1996).

USING RECASTING IN *LET'S KNOW!*

- This instructional technique is used by teachers during discussions/conversational interactions with students. No specific materials or context are required for this technique.
- When using the *Let's Know!* units, teachers should focus recasting on grammar objectives associated with a particular unit or lesson.
- The following is an example of recasting if the focus of a particular unit is using appropriate suffixes, including past tense *-ed*.

Child: *Harry get dirty.*

Teacher: *Yes, Harry got dirty when he ran away.*

Child: *They clean him.*

Teacher: *Yes, they cleaned him; they gave Harry a bath.*

Recasts such as this are meant to keep teacher-child interactions natural while allowing a child to hear the appropriate production of a specific grammatical form (e.g., complex sentences). It is important that teachers do not explicitly prompt or request a child to imitate the sentence the teacher generates when recasting.

References

- Fey, M., Long, S., & Finestack, S. (2003). Ten principles of grammar facilitation for children with specific language impairments. *American Journal of Speech-Language Pathology*, 12, 3-16.
- Nelson, K. E., Camarata, S. M., Welsh, J., Butkovsky, L., & Camarata, M. (1996). Conversational recasting treatment on the acquisition of grammar in children with specific language impairment and younger language normal children. *Journal of Speech, Language, and Hearing Research*, 39, 850-859.



Teaching Techniques

Text Mapping – Using Think-Alouds

TEACHING TECHNIQUE INTRODUCTION

A think-aloud is a technique used by teachers to model what they think about when listening to or reading a text (Kucan & Beck, 1997). In a think-aloud, a teacher “verbalizes thoughts aloud while reading a selection orally, thus modeling the process of comprehension” (Harris & Hodges, 1995, p. 256). The use of think-alouds with elementary students has shown a positive effect on comprehension (Block, 2004).

OUTLINE OF TEACHING SEQUENCE

- 1) Prior to reading, preview the book, looking specifically for information that you will use to complete a graphic organizer or chart related to the text. Flag pages where these examples occur with a sticky note. It is helpful to write down thoughts or notes about what to say when you stop at these places.
- 2) Begin the lesson by saying that you are going to read the text and look for information that will help you fill out a chart about the text or topic (e.g., predicting or identifying story elements in a narrative text, sequencing the process of erosion from an expository text).
- 3) Start to read the book, and then stop at one of the designated spots. Model a think-aloud for students so they can see how you are taking information from the text and using it to fill in a graphic organizer that synthesizes the information.

USING THINK-ALLOUDS WITH NARRATIVE TEXT

Taken from Pressley (1992), the following provides an example of using a think-aloud when reading a narrative text. The teacher uses a think-aloud to model how to visualize and predict during reading of a narrative text.

EXAMPLE:

Teacher: ““That night Max wore his [wolf] suit and made mischief of one kind and another’ ... Boy, I can really visualize Max. He’s in this monster suit and he’s chasing after his dog with a fork in his hand. I think he’s really starting to act crazy. I wonder what made Max act like that... Hm-m-m... I bet he was getting a little bored and wanted to go on an adventure. I think that’s my prediction.”

In this think-aloud, the teacher points out salient elements of the text and verbalizes thoughts.

USING THINK ALLOUDS WITH EXPOSITORY TEXT

The following is an example of how a think-aloud can be used when teaching students to pay attention to important information and features of expository text.

(Narrative/Expository)

EXAMPLE:

Teacher: “Today we will be reading a text about *erosion*. I want us to take information from this book—the most important pieces of information related to erosion and *how/why* it occurs—and use it to complete this graphic organizer.

[Teacher reads paragraph about erosion.]

“I just read that erosion occurs when rocks and other materials on the earth that have been broken down are carried away by wind, water, ice, or gravity. So erosion can be caused by four things—wind, water, ice, or gravity. I think I’m going to write in the *Cause* section of this chart that erosion can be caused by four things. These four things are important causes of erosion—they cause rocks and other earth materials to break down.”

In this interaction, the teacher points out the salient information in the text and then verbalizes her thoughts about where to put this information on the chart.

References

- Block, C.C. (2004). *Teaching comprehension: The comprehension process approach*. Boston: Allyn& Bacon.
- Harris, T.L., & Hodges, R.E. (1995). *The literacy dictionary: The vocabulary of reading and writing*. Newark, DE: International Reading Association.
- Kucan, L., & Beck, I.L. (1997). Thinking aloud and reading comprehension research: Inquiry, instruction, and social interaction. *Review of Educational Research*, 67, 271-299.
- Pressley, M., El-Dinary, P.B., Gaskins, I., Schuder, T., Bergman, J.L., Almasi, J., et al. (1992). Beyond direct explanation: Transactional instruction of reading comprehension strategies. *The Elementary School Journal*, 92, 513-555.



Teaching Techniques

Text Mapping – Using Navigation Words

TEACHING TECHNIQUE INTRODUCTION

The Text Mapping lessons are designed to teach students to use text structure to derive and convey meaning. The lessons provide students with an opportunity to learn and practice different techniques that help them think analytically about the structure, elements, and features of text in order to aid comprehension. Text usually includes *navigation words*, or clue words that signal the type of text and what kind of information the text will include. Knowing and recognizing navigation words will help students identify information in text and make sense of what they read. The teaching technique Using Navigation Words is influenced heavily by reading instruction used by Joanna Williams and colleagues (see citations below).

As with most strategy instruction, it is important that the teacher explicitly teaches and models this technique in the classroom. The following is an example of how you could sequence instruction on navigation words.

OUTLINE OF TEACHING SEQUENCE

I Do:

- 1) Introduce students to the goal of the strategy.
- 2) Use an example of a certain type of text and associated navigation words.
 - a. For example, in most narratives, events happen in chronological order; this order is crucial to comprehending what happens in the text. Authors may use navigation words such as *first*, *next*, *later*, and *finally* to help readers understand the important story events in the order in which they happened.
 - b. Similarly, navigation words such as *because*, *so*, *therefore*, and *as a result* may be used in expository texts to signal cause-and-effect relationships.

When students know navigation words, they understand that if a navigation word begins a sentence, the next event or piece of information will likely be important.

We Do:

- 3) Read a paragraph aloud that includes navigation words. It might be helpful to have the paragraph visually displayed for the whole class (e.g., on an interactive whiteboard or easel) so that you and students can underline the navigation words as they appear.
- 4) Stop after reading a sentence with a navigation word, identify the navigation word, and then rephrase the salient information that the clue word signaled. You can gradually ask students to identify the important information following the navigation word.

You Do:

- 5) Then have students read a paragraph in pairs or independently, identifying or underlining the navigation words. They should then discuss in pairs, small groups, or as a class how the navigation words helped them understand the narrative or expository text. They can use the navigation words to help determine the text structure.
- 6) It might be helpful to provide students with lists of navigation words for different text structures in both narrative and expository texts (e.g., chronological order, cause and effect, compare and contrast, and so on). You can prompt students to look at these lists as they read a particular text type.

Close:

- 7) Review the steps of using navigation words and suggest how students can apply the knowledge in other contexts. Explain that knowing navigation words helps readers identify important pieces of information in the texts.

References

- Williams, J. P., Hall, K. M., Lauer, K. D., Stafford, K. B., DeSisto, L. A., & deCani, J. S. (2005). Expository text comprehension in the primary grade classroom. *Journal of Educational Psychology, 97*, 538- 550.
- Williams, J. P., Nubla-Kung, A. M., Pollini, S., Stafford, K. B., Garcia, A., & Snyder, A. E. (2007). Teaching cause-effect text structure through social studies content to at-risk second graders. *Journal of Learning Disabilities.*
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WEEKLY LESSON PLANNER

FICTION

Week 1	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Lesson Type	Hook	Read to Me	Words to Know	SMWYK Practice
Objectives	<ul style="list-style-type: none"> Use adjectives to write a rich description of a <i>character</i> and <i>setting</i> for a familiar story. 	<ul style="list-style-type: none"> Identify when text contains information that does not make sense (unknown words, incongruous information) and apply fix-up strategies. Participate in collaborative conversations about topics within text. 	<ul style="list-style-type: none"> Define target vocabulary words: authority, expert, extraordinary, and multi-. 	<ul style="list-style-type: none"> Familiarize yourself with the SMWYK assessment. Briefly describe the Close project; show an example, if possible.
Lesson Texts	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> <u>Officer Buckle and Gloria</u> by Peggy Rathmann 	<ul style="list-style-type: none"> <u>Officer Buckle and Gloria</u> by Peggy Rathmann <u>A Bad Case of Stripes</u> by David Shannon 	<ul style="list-style-type: none"> <u>Officer Buckle and Gloria</u> by Peggy Rathmann

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Interactive whiteboard, document camera, or chart paper Lined paper (1 per student) Familiar narrative texts 	<ul style="list-style-type: none"> Interactive whiteboard or document camera Tokens (talking chips) 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Sticky notes 	<ul style="list-style-type: none"> None recommended
Unit Materials Provided	<ul style="list-style-type: none"> Teacher Journal Lesson #1 	<ul style="list-style-type: none"> Comprehension Monitoring Icons (optional) Fix-Up Strategies Poster 	<ul style="list-style-type: none"> Vocabulary Picture Cards: multi-, authority, expert, extraordinary Teacher Journal Lesson #3 Student Journal Lesson #3 	<ul style="list-style-type: none"> SMWYK Practice Instructions SMWYK Testing Booklets (2)



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 2	FICTION DESCRIPTION	HOOK LESSON 1
<p>SHOW ME WHAT YOU KNOW! You will select an episode from a story and summarize the episode, emphasizing rich descriptions of the <i>setting</i> and <i>characters</i>.</p>		
<p>TEACHING OBJECTIVE:</p> <ul style="list-style-type: none"> Use adjectives to write a rich description of a <i>character</i> and <i>setting</i> for a familiar story. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Selected by teacher <p>LESSON TEXT:</p> <ul style="list-style-type: none"> N/A <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Think-Pair-Share 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Interactive whiteboard, document camera, or chart paper Lined paper (1 per student) Familiar narrative texts <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> Teacher Journal Lesson #1 	
<p align="center">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Select well known narratives with rich <i>character</i> descriptions to use during the We Do and You Do routines. For the You Do activities, you will need a familiar children's book for each pair of students; you could use books from your classroom library or the Teacher's Bookshelf. Familiar stories could include, for example, 'The Three Little Pigs,' 'Little Red Riding Hood,' 'Hansel and Gretel,' or other tales your students have often read or heard. During the I Do and We Do routines, display the first page of the teacher journal for students; you could also write the sentences on chart paper. During the You Do routine, show the second page of the teacher journal. Ask each pair of students to select one narrative story and find a spot in the room to work. Although they work together in pairs, each student should write his or her own descriptive sentence. 		
<p align="center">LESSON ROUTINE</p>		
<p>SET</p>	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "We are going to start a new unit today! During the next few weeks we will be reading several interesting narrative books. Throughout the unit we will also learn how to write rich descriptions. A rich description uses imaginative and interesting words called <i>adjectives</i>. Do you have a favorite adjective? One of mine is <i>verdant</i>. <i>Verdant</i> means 'very green,' like a <i>verdant</i> garden. At the end of the unit, you'll have the opportunity to create your very own comic strip using rich descriptions."</p>	
<p>I Do</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in I DO. Show a completed sample if appropriate.</p> <p>Point out rich descriptions in a narrative retelling of 'The Three Little Pigs' (or another story of your choosing). You could say: "Have you noticed that the more an author or storyteller uses interesting descriptions of <i>characters</i> or places in a story, the more you want to listen to or read the book? Vivid descriptions help you create images in your mind as you read a story. Today we want to listen for <i>adjectives</i>, which are describing words.</p> <p>"I know that all of you know the story 'The Three Little Pigs.' I'm going to tell this story, describing each of the pigs and the big, bad wolf. Your job is to listen for adjectives used to describe the pigs or the wolf. When you hear an adjective, remember it because I might ask you to tell it to a partner. (read excerpts from a book version of 'The Three Little Pigs' or tell parts of the story, pointing out the adjectives used)</p>	

‘The first little pig met a man with a bundle of straw and said to him, ‘Please, Man, give me that straw so I can build my house.’ The man did, and the little pig built a house of straw. The second little pig met a man with a bundle of sticks and said to him, ‘Please, Man, give me those sticks so I can build my house.’ The man did, and the little pig built a house of sticks. The third little pig met a man with a load of bricks and said to him, ‘Please, Man, give me those bricks so I can build my house.’ The man did and the little pig built a house of bricks...’

“At this point, the pigs have all been described as *little* and each built his house out of different materials. My sentences describing the three little pigs are... **(write on a chart and underline the adjectives, or display Teacher Journal Lesson #1, p. 1)**

- The first little pig built his house of straw.
- The second little pig built his house of sticks.
- The third little pig built his house of bricks.

“Let me continue with the story...

‘Along came a big, bad wolf with very large fangs, and it was very hungry. He came to the house of the first pig and said, ‘Little pig, Little pig, let me come in.’ The pig said, ‘No, not by the hair of my chinny chin chin.’ The wolf said, ‘Then I’ll puff and I’ll huff, and I’ll blow your house in!’ So the big, bad wolf with large fangs huffed and puffed and blew the house of straw down. The first little pig ran as fast as he could to the second little pig’s house of sticks...’

“Now I can write a sentence describing the wolf...

- The big, bad wolf with large fangs was hungry and wanted to eat the little pig.

“As I continue to read the story, listen for the adjectives used to describe the *characters*. We will write other sentences with rich description, using adjectives to describe the *characters*.” **(finish the story)**

WE DO

Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.

Write descriptive sentences with students, eliciting suggestions for adjectives you can use. You could say:

“Now help me write sentences that describe the *characters*, starting with the third little pig. Let’s use adjectives to describe the third little pig and what he did. What could we write?”

- This smart little pig built his house out of bricks. The brick house was strong and could not be blown over easily.

Let’s write sentences describing how the third little pig outsmarted the big bad wolf...

- The smart third little pig knew the big bad wolf could not blow down his brick house. But this clever pig also knew he had to outsmart the wolf, who could come down the chimney. So he placed a large pot of water over the blazing fire.

The wolf did not know the pig had placed boiling water under the chimney. What could we write?

- When the unsuspecting wolf came down the chimney, he fell into a pot of hot, boiling water.

To conclude we could write...

- The first and second little pigs were grateful that the third clever little pig was able to save them from the big bad wolf.”

YOU DO

Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.

Divide students into pairs and distribute familiar narrative books and lined paper.

	<p>Display page 2 of the teacher journal. You could say: “You and your partner will each select a <i>character</i> from a book. On the board is a list of tasks...</p> <ul style="list-style-type: none"> • First, write the title of the book and the <i>character</i>. • Second, list the adjectives or descriptive words the author used to describe the <i>character</i>. • Then, each of you will write a sentence about the <i>character</i> you chose using descriptive words. Work together, but each of you will write your own sentence. • Last, write the same sentence without the adjectives. Decide which you would prefer as a reader.” <p>Allow students about 10 minutes to browse their books and write descriptive sentences about their <i>characters</i>. Circulate around the room, supporting students and providing assistance as necessary.</p>
CLOSE	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we learned how authors use <i>adjectives</i> to create rich descriptions. Turn to your partner and tell them why it’s important to use interesting adjectives when you write. Now think about the big, bad wolf. Tell your partner the best adjective you can think of to describe the big, bad wolf! I can tell from the words I heard that you are going to be very interesting authors!”</p>

Describe It!

The first little pig built his house of straw.

The second little pig built his house of sticks.

The third little pig built his house of bricks.



The big bad wolf with very large fangs was hungry and wanted to eat the little pig.

The smart third little pig knew the big bad wolf could not blow down his brick house. But this clever little pig also knew he had to outsmart the wolf, who could come down the chimney.

When the unsuspecting wolf came down the chimney, he fell into the pot of boiling water and could no longer threaten the pigs.

The first and second little pigs were grateful that the third clever little pig was able to save them from the big bad wolf.

Describe It!

1. Pick a narrative book. Write the title.
2. Pick a character from the book.
3. List the words the author used to describe the character in an interesting way.
4. Use these descriptive words to write a sentence that describes the character you chose. Include the character's name in your sentence. Then write the same sentence without the adjectives.



LET'S KNOW! GRADE 2	FICTION DESCRIPTION	READ TO ME LESSON 2
SHOW ME WHAT YOU KNOW! You will select an episode from a story and summarize the episode, emphasizing rich descriptions of the <i>setting</i> and <i>characters</i> .		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Identify when text contains information that does not make sense (unknown words, incongruous information) and apply fix-up strategies. Participate in collaborative conversations about topics within text. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> Comprehension Monitoring Rich Discussion LESSON TEXT: <ul style="list-style-type: none"> <u>Officer Buckle and Gloria</u> by Peggy Rathmann TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Talking Chips 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Interactive whiteboard or document camera Tokens (talking chips) UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Comprehension Monitoring Icons (optional) Fix-Up Strategies Poster 	
SPECIAL INSTRUCTIONS FOR THIS LESSON:		
<ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Preview <u>Officer Buckle and Gloria</u>, and identify places where children are likely to have difficulty with comprehension. Mark them with a sticky note and write down the fix-up strategies you may discuss for each example. You could also note possible questions for rich discussion. Cut out and laminate the Comprehension Monitoring Icons. Use of the icons is optional; you may prefer that your students raise a hand or give a thumbs-down signal to indicate when they don't understand something in the text. Hang the Fix-Up Strategies Poster in your classroom; you will refer students to it as you read, particularly when the text doesn't make sense. Read the entire book during this lesson, and regulate your time to allow for plenty of discussion at the end. You could discuss questions as a whole group or break students into smaller groups and use talking chips to ensure each student gets to contribute to the discussion. Small groups should still report to the larger group so you can guide students' higher-level thinking skills. 		
LESSON ROUTINE		
SET	Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension. You could say: "Have you ever been listening to a story or reading a book and you came to a part that you didn't understand? That is a problem! What should you do when this happens? In our lesson today, we'll find out what you should do when something doesn't make sense. Good readers and listeners always make sure they understand what they're reading or hearing."	
I Do	Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in I DO. Show a completed sample if appropriate. You could say: "I am going to read part of <u>Officer Buckle and Gloria</u> . While I do that, I am going to be thinking about whether what I read makes sense. I am going to use this Makes Sense/Doesn't Make Sense sign. On one side, you see that the light bulb is bright; it's smiling, and it has its finger up. This sign means that everything is making sense. On the other side, there is a face that looks confused. This side means that something doesn't make sense. The Fix-Up Strategies Poster lists things we can do if the text doesn't make sense. We could reread, ask questions, use picture clues, or find the meaning of a word we don't understand."	

"There are different ways that a text might not make sense. For example:

- Maybe you don't understand what the author is talking about because you've never been to that kind of place or seen that kind of thing. If you've never been to the beach, it could be hard for you to understand what the author means when she describes the beach.
- Maybe there is a word that you don't know.
- Maybe the sentences are complicated and tell you a lot of information at one time.
- Maybe there is a word that you can't read or you read it the wrong way the first time.
- Maybe you forgot to stop reading when there was a period so the sentences ran together and didn't make sense.

Let me show you how I watch for things that don't make sense when I read."

Read the first page and note the word *swivel*. You could say:

"Safety Tip #77 is 'never stand on a swivel chair.' I will turn my sign to the Doesn't Make Sense side. I don't know what the word *swivel* means, so I don't understand why it is not safe to stand on a swivel chair. I can use a fix-up strategy to help. I can ask someone what *swivel* means or look it up in the dictionary. By looking in the dictionary, I found out that *swivel* means 'to turn around in a circle'. So, a swivel chair could be dangerous to stand on because it would turn around. Now I understand, so I can turn my sign to the Makes Sense side."

Continue reading. On the sixth page, misread 'The children sat up and stared' as 'The children sat up and started.' You could say:

"Wait! That last sentence doesn't make sense, 'The children sat up and *started*.' I will turn my sign to Doesn't Make Sense. My fix-up strategy will be to reread the word correctly and then to reread the sentence. Now I see the word in print is *stared* not *started*. I'll reread the sentence and correct my error: 'The children sat up and *stared*.' Now the sentence makes sense, so I'll turn my sign to the Makes Sense side."

WE DO

Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.

You could say:

"Okay, let's practice together. As I continue to read, you are going to think about whether the text makes sense or doesn't make sense. Each of you will get a Makes Sense/Doesn't Make Sense sign. Your job is to listen and hold up your sign when something doesn't make sense. When we have identified a confusing spot, we'll refer to the Fix-Up Strategies Poster to decide which strategy would help us make sense of the text."

Pass out Comprehension Monitoring Icons; remember, you may choose to have students raise their hands or use another signal instead.

Read four more pages of Officer Buckle and Gloria. Stop on the tenth page after "The audience roared." You could say:

"Hmm..."The audience roared.' When I first read this sentence, I thought of a lion. Clearly the author is not talking about a lion. One fix-up strategy that I can use is to think about what *would* make sense. Well, we know at first, the students were bored with Officer Buckle's talks. Now that Gloria is around, she is entertaining. **(refer to the Fix-Up Strategies Poster)** The illustrations show that the students are enjoying the tricks Gloria performed and they are getting a little loud during the talk. I wonder if roared might mean that the *students* were loud; that they laughed out loud. Let me reread the sentence and see if that makes sense... **(reread sentence)** Yes, I understand the students were laughing out loud; they *roared* with laughter. Now that it makes sense, I am going to turn my comprehension monitoring sign back around to the Makes Sense side."

	<p>Read through the page where Officer Buckle is being videotaped, and stop. You could say: “I’m going to use my Doesn’t Make Sense sign for the word <i>auditorium</i>. My fix-up strategy is to look at the illustration to help me understand the word <i>auditorium</i>. Officer Buckle and Gloria are on the stage, and the audience is seated in tiered rows of seats, seats that rise like steps, in a large hall or theater. Thinking about when I have been in a place like this would help me understand this sentence better as well. I have been in <i>auditoriums</i> when I attend concerts and plays. They’re like theatres where you watch movies. Now I’m going to reread that sentence to make sure I understand the word <i>auditorium</i>. I do understand that sentence, so I can turn my sign to the Makes Sense side.</p> <p>Read the remaining pages of the text, working with students to monitor comprehension. Ask them to hold up their Comprehension Monitoring Icons (or signal) when they don’t understand the text. Then discuss as a class which fix-up strategies you could use.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Conduct an extended discussion with the whole group, or divide students into small groups and have them use talking chips to monitor their turns (each student gets a chip/turn). Encourage students to take multiple turns.</p> <p>The following are suggested questions for discussion:</p> <ol style="list-style-type: none"> 1) Why is Gloria an important part of the story? 2) Why do you think Officer Buckle was so upset after he saw the videotape on the evening news? 3) Think of a time when something worked better when you did it with a partner than alone. How would it have been different if you didn’t have a partner? 4) Think about something that you did by yourself. What would happen if Gloria was there with you?
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we read a fictional book about Officer Buckle and Gloria. As we read, we thought about whether the text made sense or not. What do good readers always ask themselves? ‘Is this making sense?’ They do this when they are reading any type of text, at school, home, or anywhere. Tell a partner two fix-up strategies you can use to help you make sense of a text if you are confused.”</p>

Directions: Cut out and laminate the Comprehension Monitoring Icons.



Directions: Cut out and laminate the Comprehension Monitoring Icons.





Fix-Up Strategies



Reread



Ask questions



Use picture clues



Find the meaning of a word

LET'S KNOW! GRADE 2	FICTION DESCRIPTION	WORDS TO KNOW LESSON 3
SHOW ME WHAT YOU KNOW! You will select an episode from a story and summarize the episode, emphasizing rich descriptions of the <i>setting</i> and <i>characters</i> .		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Define target vocabulary words: authority, expert, extraordinary, and multi-. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXT: <ul style="list-style-type: none"> <u>Officer Buckle and Gloria</u> by Peggy Rathmann <u>A Bad Case of Stripes</u> by David Shannon TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Vocabulary Picture Cards: multi-, authority, expert, extraordinary Teacher Journal Lesson #3 Student Journal Lesson #3 	
SPECIAL INSTRUCTIONS FOR THIS LESSON:		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Did you know that you know thousands of words already? The average second grader knows over 10,000 words! Today I will introduce you to four new Words to Know. As I say each word, give me a thumbs-up if it's a word you already know. (say each word to know slowly) Authority... expert... extraordinary... multi-... An extensive vocabulary helps us understand what we hear and read and makes our writing more interesting."</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Introduce each Word to Know. You could say: "Our first word today is authority. Authority means 'the right to do something or tell other people what to do.' For example, in our book, <u>Officer Buckle and Gloria</u>, Officer Buckle was an authority on school safety; as a police officer, he had the right to tell kids how to stay safe. Parents have the authority to set rules for their children. The teacher is the authority in the classroom. Who's the authority in our school? The principal! (show students the Vocabulary Picture Card for authority)</p>	

	<p>(expert) “The next word is expert. An expert is ‘someone who knows more than most people about something.’ We could say that Officer Buckle was an expert, because on the first page it says, ‘Officer Buckle knew more safety tips than anyone else in Napville.’ On TV news shows, there are experts who comment on something that’s in the news; they know a lot about the topic. In the Olympics, you see expert athletes. (show students the Vocabulary Picture Card for expert)</p> <p>(extraordinary) “Our third word is extraordinary. Something is extraordinary if it is ‘very unusual or extra special.’ I think that Gloria was extraordinary because she could do a lot of special tricks. Superheroes are extraordinary because they perform feats that no one else can do. When you are very, very hungry, you might say you have extraordinary hunger. (show students the picture card for extraordinary)</p> <p>(multi-) “The last word for today is not a complete word, but part of a word called a <i>prefix</i>. The prefix is multi-. Multi means ‘more than two.’ The next book we will read for this unit, <u>A Bad Case of Stripes</u> (hold up book to show cover), is about a girl who ends up having multi-colored skin, skin that has more than two colors. A multiplex has more than two theatres. A multipurpose room has many uses. In multiplication, you combine many sets of numbers.”(show students the picture card for multi-)</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Display Teacher Journal Lesson #3 using a document camera or interactive whiteboard, and distribute copies of Student Journal Lesson #3. You could say:</p> <ol style="list-style-type: none"> 1) “In your student journal, you’ll see all four words. We are going to say the word, write the word, and say the definition for each of our new words. Tell me which word goes with this definition: ‘someone who knows more than most people about something.’ (allow students to respond) Right, <i>expert</i>. 2) Say the word expert. 3) Let’s spell the word expert as we write it on the line beside <i>Word</i>. 4) Look at the definition of the word expert and read it with me...” <p>Repeat steps 1-4 with the words extraordinary, authority, and multi-</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>You could say: “Now you and a partner are going to come up with a sentence for each of our words. First, I will give you the word. Then, you and your partner will each think of a sentence using that word. It should be different than the sentence in your student journal. Next, you will share your sentence with your partner. Finally, I will ask a few of you to share your sentence with the whole group. Ready?”</p> <ol style="list-style-type: none"> 1) The first word is authority. Think of a sentence using the word authority. (provide an example if students need additional support) 2) Next, share your sentence with your partner. The student with [the shortest hair] should go first. 3) Now, who wants to share their sentences?” <p>Repeat steps 1-3 with the words expert, extraordinary, and multi-. Monitor and scaffold correct use of the words in sentences.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today you learned four new Words to Know—authority, expert, extraordinary, and multi-. Let’s review. Fill in the missing word in each sentence...”</p>

- The American flag is red, white, and blue. It is _____ **colored. (multi-)**
- A pediatrician is an _____ in medicine for children. **(expert)**
- A dog that can catch a Frisbee is _____. **(extraordinary)**
- [Principal's name] is the _____ at our school. **(authority)**

Listen very carefully for these words when people talk, and if you hear someone use one, please let me know! Try to use one or more of these words at home tonight. You'll amaze your family! Be ready to share an example tomorrow."



Word:

Definition: The right to do something or tell other people what to do

Sentence: Officer Buckle had the _____ to tell students what they should do to stay safe.



Word:

Definition: Someone who knows more than most people about something

Sentence: A dentist is an _____ in treating cavities in teeth.

Word:

Definition: Very unusual or extra special

Sentence: Gloria was an _____ dog because she could do so many tricks.



Word:

Definition: A prefix that means more than two

Sentence: A rainbow is _____ colored.



Student Journal

Fiction – Lesson 3



Word: _____

Definition: The right to do something or tell other people what to do

Sample Sentence: Officer Buckle had the _____
to tell students what they should do to stay safe.



Word: _____

Definition: Someone who knows more than most people
about something

Sample Sentence: A dentist is an _____ in treating
cavities in teeth.



Word: _____

Definition: Very unusual or extra special

Sample Sentence: Gloria was an _____
dog because she could do so many tricks.



Word: _____

Definition: A prefix that means more than two

Sample Sentence: A rainbow is _____ colored.



LET'S KNOW! GRADE 2	FICTION DESCRIPTION	SMWYK PRACTICE LESSON 4
<p>SHOW ME WHAT YOU KNOW! You will select an episode from a story and summarize the episode, emphasizing rich descriptions of the <i>setting</i> and <i>characters</i>.</p>		
<p>TEACHING OBJECTIVES:</p> <ul style="list-style-type: none"> Familiarize yourself with the SMWYK assessment. Briefly describe the Close project; show an example, if possible. 		
<p>TEACHING TECHNIQUES:</p> <ul style="list-style-type: none"> N/A <p>LESSON TEXT:</p> <ul style="list-style-type: none"> <u>Officer Buckle and Gloria</u> by Peggy Rathmann <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Individual Testing 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> None recommended <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> SMWYK Practice Instructions SMWYK Testing Booklets (2) 	
<p align="center">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <p>The Show Me What You Know assessment (SMWYK) is a curriculum-based assessment that you'll administer in Week 6 to examine the project-selected students' progress toward the unit's objectives.</p> <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Look over the SMWYK materials, view the SMWYK training module, and review instructions for the Close project in Lesson 24. If possible, prepare an example of the Close project to showcase when you describe the Close project. Administer the SMWYK to two children in your classroom who are NOT the project-selected students. Ideally, select one child with high language abilities and one child with low language abilities. 		
<p>LESSON ROUTINE</p>		
<p>SET</p>	<p>This lesson is intended for your practice only. Test students individually. Allocate 10-15 minutes for each assessment. Score assessments to gain practice at real time scoring and to gain a clearer understanding of your students' strengths and areas for improvement. Begin by explaining to the class why two students are being tested.</p> <p>You could say: "Today I am going to give a short test to two students in the class while the rest of you are working. They won't be graded on this test; it's just a chance for me to practice giving the test and for them to answer some fun questions."</p>	
<p>I Do/ WE Do/ YOU DO</p>	<p>Administer the Show Me What You Know assessment. Spend no more than 30 minutes total on this lesson. The SMWYK instructions and testing booklets are included with this lesson.</p> <p>You don't need to audio record these practice assessments, but you should score them in order to practice scoring student responses in real time.</p>	
<p>CLOSE</p>	<p>After administering the assessments, create enthusiasm among students by describing the Close project and, if possible, sharing an example.</p> <p>You could say: "I want to give you a preview of a project we're going to create at the end of this unit. In a few weeks, you're going to have a chance to put together everything you're learning in one exciting project..."</p>	

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Lesson 4: These materials are not available for download.



WEEKLY LESSON PLANNER

FICTION

Week 2	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Lesson Type	Text Mapping	Words to Know	Integration	Read to Know
Objectives	<ul style="list-style-type: none"> Extract information from one story or set of texts and translate the information into a new kind of text. 	<ul style="list-style-type: none"> Identify and describe semantic relationships among words to know and other related words. 	<ul style="list-style-type: none"> Retell a narrative that includes the main <i>character, setting</i>, and two or more embedded complete episodes (<i>goals, attempts to reach goals, outcome, and end</i>). 	<ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities (reading/looking at books on own). After independently reading a book, briefly write about the story by identifying the story elements.
Lesson Texts	<ul style="list-style-type: none"> <u>Officer Buckle and Gloria</u> by Peggy Rathmann 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> <u>Officer Buckle and Gloria</u> by Peggy Rathmann 	<ul style="list-style-type: none"> N/A

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Bags or paperclips 	<ul style="list-style-type: none"> Document camera or chart paper 	<ul style="list-style-type: none"> Document camera or chart paper 	<ul style="list-style-type: none"> Teacher's Bookshelf books Lined paper
Unit Materials Provided	<ul style="list-style-type: none"> WRAP set #1 Vocabulary Picture Cards: multi-, authority, expert, extraordinary Teacher Journal Lesson #5 Story element shapes for Lesson #5 	<ul style="list-style-type: none"> Vocabulary Picture Cards: multi-, authority, expert, extraordinary Teacher Journal Lesson #6 (print or digital) Student Journal from Lesson #3 Word web (optional) 	<ul style="list-style-type: none"> Teacher Journal Lesson #7 Story element shapes from Lesson #5 	<ul style="list-style-type: none"> WRAP set #2 Vocabulary Picture Cards: multi-, authority, expert, extraordinary Read to Know Expectations (optional)



Digital/Tech



Prep Materials



Preview the Text



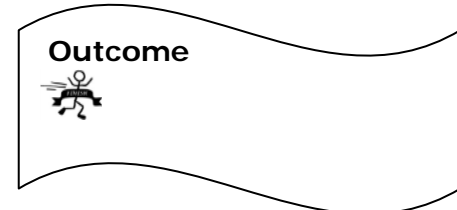
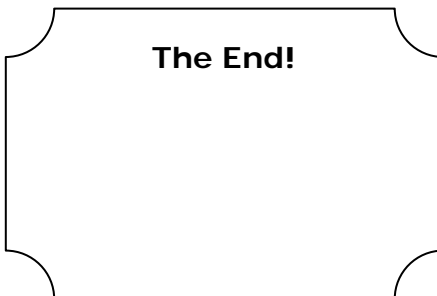
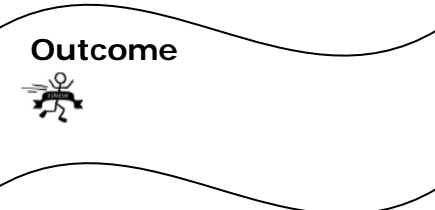
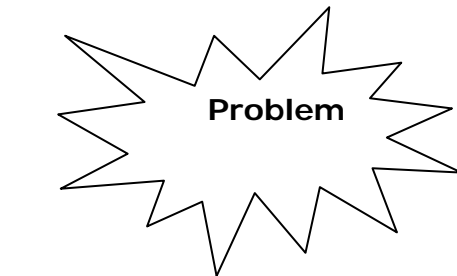
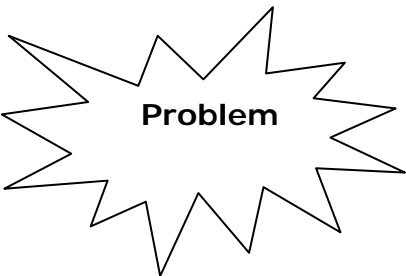
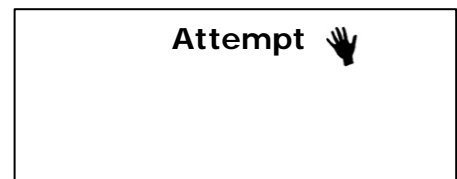
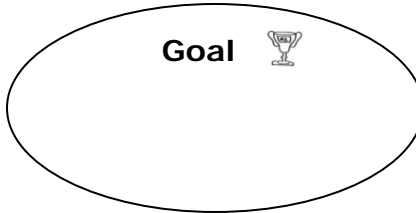
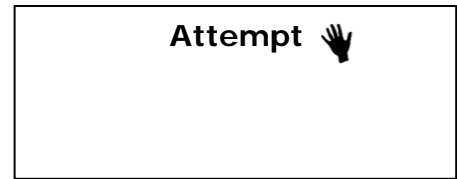
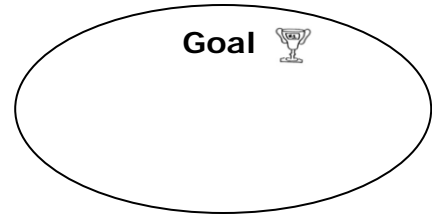
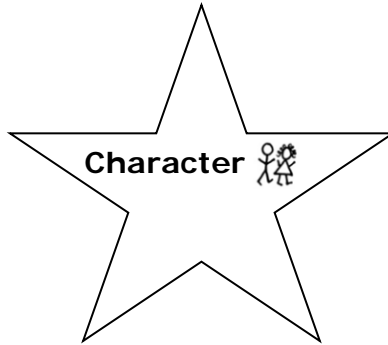
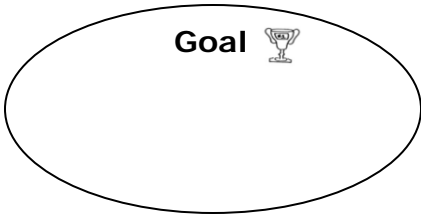
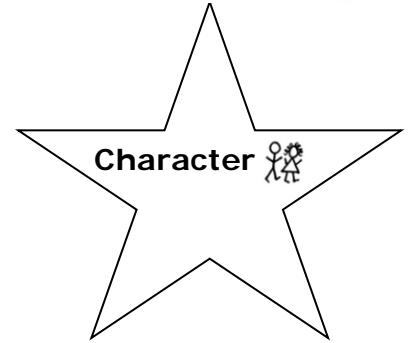
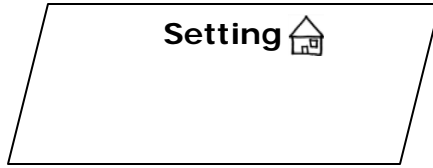
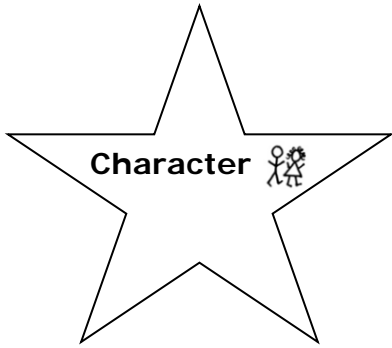
Game

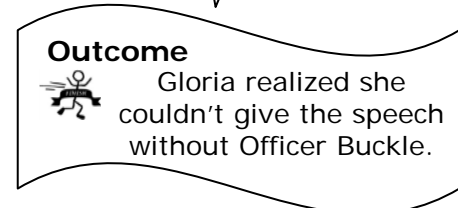
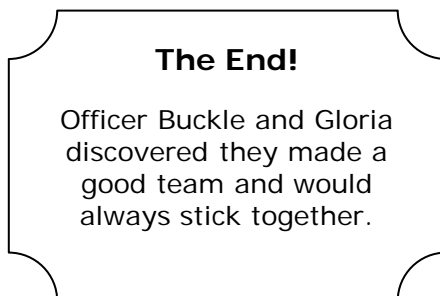
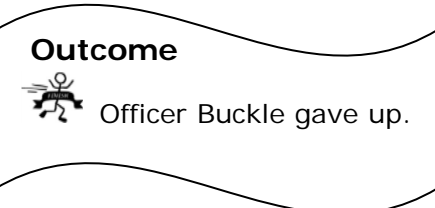
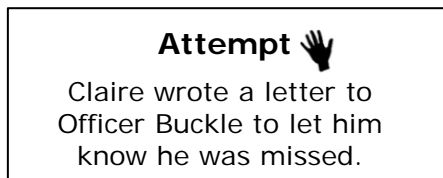
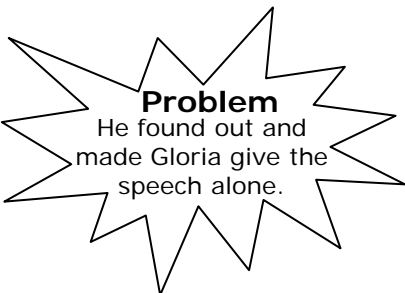
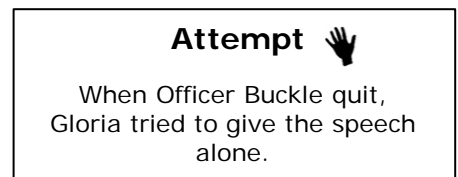
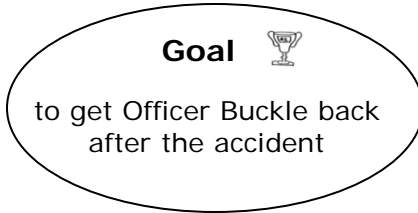
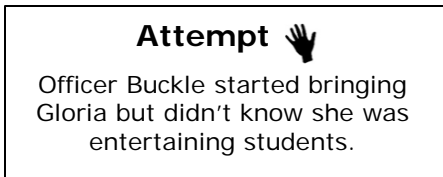
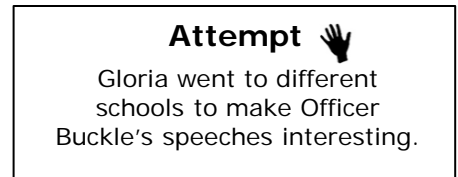
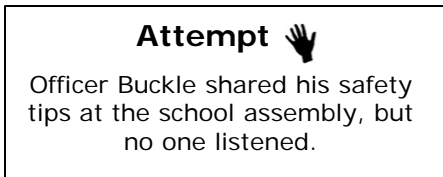
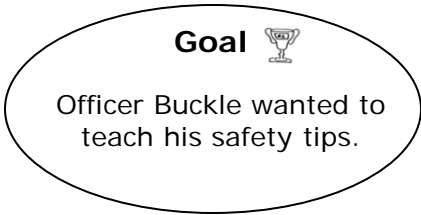


Save Materials

LET'S KNOW! GRADE 2	FICTION DESCRIPTION	TEXT MAPPING LESSON 5
SHOW ME WHAT YOU KNOW! You will select an episode from a story and summarize the episode, emphasizing rich descriptions of the <i>setting</i> and <i>characters</i> .		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Extract information from one story or set of texts and translate the information into a new kind of text. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Using Think-Alouds LESSON TEXT: <ul style="list-style-type: none"> <u>Officer Buckle and Gloria</u> by Peggy Rathmann TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Bags or paperclips UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #1 Vocabulary Picture Cards: multi-, authority, expert, extraordinary Teacher Journal Lesson #5 Story element shapes for Lesson #5 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... To save time, cut (or have students cut) the story element shapes for Lesson #5 and bag or clip them together. Students will use the story element shapes to arrange a story map of <u>Officer Buckle and Gloria</u> during the We Do and You Do routines. During the I Do routine, demonstrate how to complete a story map using one of the options below. (You don't have to reread the entire book but may simply refer to pages that include the story elements.) <ol style="list-style-type: none"> Put the cut-out story element shapes on a document camera and move them into place. Fill in the blank story map on Teacher Journal Lesson #5, p. 1. Uncover the completed story map on Teacher Journal Lesson #5, p. 2. You may not complete the entire story map. Regulate the lesson to ensure there is time for the You Do activities and the Close. <i>Save the story element shapes for Lesson #5 for use in Lesson 7.</i> 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 5px; text-align: center;"> START THE LESSON WITH WRAP SET #1: MULTI-, AUTHORITY, EXPERT, EXTRAORDINARY </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Have you ever read about a science experiment in a book and you wanted to do that experiment, but it was hard to understand the steps? If you take the information from the book and make a list of steps yourself, it will be easier to understand. You are transforming information from one kind of text to another, from a paragraph in a book to a list. The purpose of our lesson today is for you to practice transforming information from a book to a story map. When you can make a story map, it shows you really understand the story you read."</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in I DO. Show a completed sample if appropriate.</p> <p>Display p. 1 of the teacher journal and prepare to write in the story elements; alternately, you could move the story element shapes or reveal elements on p. 2. You could say: "Today we will look at our story, <u>Officer Buckle and Gloria</u>, again. As we do, we are going to transform the information from the book into a story map using these shapes with the story elements—the <i>setting, characters, goals, attempts, problems, outcomes, and the end</i>. The information from the book will look much different after we transform it!</p>	

	<p>"This parallelogram is for the <i>setting</i>. See the house icon? The <i>setting</i> is the time and place of the story. I know the <i>setting</i> is in Napville, so I'll write <i>Napville</i> on the <i>setting</i> shape. <i>Characters</i> are on a star with this icon of people. <i>Characters</i> are the people or animals in a story. Officer Buckle is an important <i>character</i>, so I'll put Officer Buckle's star on the left side."</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Distribute the story element shapes for Lesson #5. Have students work in pairs, but ensure that each partner has a set of shapes. You could say: "Each person has a bag of story element shapes. Now you and your partner will work together to make a story map. First, find the <i>setting</i> shape in your bag and put it at the top of your work space. The <i>character</i> shapes are stars. Find Officer Buckle's star and put it on the left hand side like mine on the board. Let's talk about Officer Buckle's <i>goal</i>. A <i>goal</i> is what the <i>character</i> wants to do. What is Officer Buckle's <i>goal</i>? (invite students to respond) Good thinking, his <i>goal</i> is to share safety tips with students. Now find the oval shape with Officer Buckle's <i>goal</i> and put it under his <i>character</i> shape.</p> <p>"Who else is a <i>character</i>? Gloria! Add Gloria's <i>character</i> star to the right side of your space. What was Gloria's <i>goal</i>? Hmm... I think Gloria's <i>goal</i> is to entertain the students. Turn to your partner and discuss Gloria's <i>goal</i>, and then add her <i>goal</i> oval to the right side of your story map under her star.</p> <p>"The next story element is <i>attempts</i>. <i>Attempts</i> are what <i>characters</i> do to reach their <i>goals</i>. It's the rectangle with the little hand icon. What does Gloria do to reach her <i>goal</i> of entertaining the students? Turn to your partner and discuss Gloria's <i>attempts</i>, and then find the <i>attempts</i> rectangle for Gloria. Put it under Gloria's <i>goal</i>."</p> <p>"We said Officer Buckle's <i>goal</i> was to share safety tips. What <i>attempts</i> did Officer Buckle make to reach his <i>goal</i>? He went to school assemblies to share safety tips. Find the rectangle with Officer Buckle's <i>attempts</i> and put it on the left side under Officer Buckle's <i>goal</i>."</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>You could say: "Now you are going to work with a partner to complete some more of the story map. Choose either Officer Buckle or Gloria. Add another <i>attempt</i> rectangle for what your character did to reach the <i>goal</i>, and see if you can figure out the <i>outcome</i>, or what happened as a result of the attempts. If you finish one <i>character</i>, you can start on the other <i>character</i>. You could also add the third <i>character</i>, Claire." Circulate the room to assist students with identifying the story elements; you may want to explain <i>problem</i> and <i>the end</i> to students as they come to those element shapes. You could display Teacher Journal Lesson #5, p. 2 as a guide, or you could let students arrange story elements on their own and check their placement afterwards. The placement doesn't have to be exactly the same!</p> <p>You could briefly discuss the later story elements after students complete their journals.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: "Today we took information about story elements (<i>setting, characters, goals, attempts, outcomes, and the end</i>) from <u>Officer Buckle and Gloria</u> and transformed the information into a story map. When you transform information this way, what does it help you do? Tell your partner. Tonight when you're at home with your family, transform this story from a book to a story you tell your family. You are a transformer!"</p>





Story Element Shapes

Fiction – Lesson 5



Goal



to get Officer Buckle back after the accident

Attempt



Gloria went to different schools to make Officer Buckle's speeches interesting.

Goal



Officer Buckle wanted to teach his safety tips.

Attempt



Claire wrote a letter to Officer Buckle to let him know he was missed.

Goal



Gloria wanted to entertain the students

Attempt



When Officer Buckle quit, Gloria tried to give the speech alone.

Setting



Napville

Attempt



Officer Buckle shared his safety tips at the school assembly but no one listened.

Problem

When he found out, he made Gloria give the speech alone.

Character



Claire

Problem

Gloria failed.

Character



Gloria

Outcome



Gloria realized she couldn't give the speech without Officer Buckle.

Character



Officer Buckle

Attempt



Officer Buckle started bringing Gloria but didn't know she was entertaining students.

The End!



Officer Buckle and Gloria discovered they made a good team and would always stick together.

Outcome



Officer Buckle gave up.

LET'S KNOW! GRADE 2	FICTION DESCRIPTION	WORDS TO KNOW LESSON 6
<p>SHOW ME WHAT YOU KNOW! You will select an episode from a story and summarize the episode, emphasizing rich descriptions of the <i>setting</i> and <i>characters</i>.</p>		
<p>TEACHING OBJECTIVE:</p> <ul style="list-style-type: none"> Identify and describe semantic relationships among words to know and other related words. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Rich Instruction <p>LESSON TEXT:</p> <ul style="list-style-type: none"> N/A <p>TALK STRUCTURE FOR We Do/You Do:</p> <ul style="list-style-type: none"> Think-Pair-Share 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Document camera or chart paper <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> Vocabulary Picture Cards: multi-, authority, expert, extraordinary Teacher Journal Lesson #6 (print or digital) Student Journal from Lesson #3 Word web (optional) 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> If you made one, you could display the vocabulary poster from Lesson 3 as a visual reference. You will need four copies of the word web to generate related words for the Words to Know; use Teacher Journal Lesson #6 (digital) or precut the images from the print version to arrange on a blank word web. Students will need Student Journal Lesson #3 for the We Do and You Do routines. WORDS TO KNOW <ul style="list-style-type: none"> multi-: more than two authority: the right to do something or tell other people what to do expert: someone who knows more than most people about something extraordinary: very unusual or extra special SUGGESTED RELATED WORDS <ul style="list-style-type: none"> multi-: <i>many, much, uni-</i> (one) <i>bi-</i> (two) authority: <i>power, command, expert</i> expert: <i>specialist, skilled, gifted</i>; (opposite) <i>amateur</i> extraordinary: <i>amazing, exceptional, outstanding</i>; (opposite) <i>normal</i> 		
<p>LESSON ROUTINE</p>		
<p>SET</p>	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Did you know that words have relatives just like people do? I have cousins. They look a little like me. I have a sister. She looks a lot like me. Words are like that, too. They may have <i>synonyms</i> that mean almost the same thing as they do. They may have <i>antonyms</i> that mean just the opposite. In today's lesson, we will find words that are related to authority, expert, extraordinary, and the prefix multi-. Knowing many related words helps you understand what you read and helps you choose just the right word to tell what you mean when you write."</p>	
<p>I DO</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display the teacher journal or a blank word web. You could say: "We want to find a word that is related to authority. A good way to do that is to read the word in a book, then think what other words have a similar meaning. For example, in the book <u>Officer Buckle and Gloria</u>, we learned that Officer Buckle was an authority, a police officer, and he had the authority to share safety tips with students."</p>	

	<p>"The word <i>power</i> is related to the word authority. An authority has <i>power</i> to tell others what to do. I can use the word <i>power</i> in a sentence: 'Officer Buckle had the <i>power</i> to tell students what they should do to stay safe.' So authority and <i>power</i> are related words. I will write the word authority in the center circle of the word web and write <i>power</i> in an outer circle. Officer Buckle was an expert in safety tips. Expert is also related in meaning to authority, so I will write the word expert on an outer circle. As we continue with this lesson, we will continue to think about how words are related."</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Have students take out their student journals from Lesson 3. You could say: "Let's read the first word and definition together... What are some other words that are related to the word authority? Turn to your partner and discuss words that could be related to authority. Let's discuss how each is related to authority. I'll write the related words on the word web.</p> <p>(expert) "Our next word is expert. Let's say it and read the definition... People who are experts know a great deal about a certain topic, they are <i>specialists</i> in that area. A dentist is an expert, or a <i>specialist</i> in dental health; he or she is <i>skilled</i> in cleaning teeth and taking care of cavities in our teeth. I will write the word expert in the center circle and the related words <i>specialist</i> and <i>skilled</i> in the outer circles. What other words are related to expert? Turn to your partner, and then let's discuss your words.</p> <p>(extraordinary) "Let's read the word extraordinary and the definition... Gloria was an extraordinary dog because she could do so many tricks. We could say that Gloria was an <i>amazing</i> dog because she did a variety of tricks. I will write extraordinary in the center circle on the word web and the related word <i>amazing</i> in a connecting circle. Can you think of other words that are related to the word extraordinary? Talk with your partner, and then we'll discuss your related words.</p> <p>(multi-) "Our fourth word today is the prefix multi-. Read the prefix and the definition with me... One word that is similar in meaning to multi- is the word <i>many</i>. I will write the prefix multi- in the center circle and the word <i>many</i> in a connecting circle. A plaid shirt is multi-striped and multi-colored. A plaid shirt has <i>many</i> colors. Can you think of other words that begin with the prefix multi-? Turn to your partner and then we'll discuss what you found."</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>You could say: "In your student journal from Lesson 3, there are some sample sentences. With your partner, read the sentence and insert a Word to Know. Then, reread the sentence and insert a related word. Take turns so each of you reads all the words and related words."</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: "Today you expanded your knowledge of our Words to Know! Let's review the words one more time. 1) Which word is like authority... <i>Ruler</i> or <i>follower</i>? (ruler) 2) Which word is like expert... <i>Specialist</i> or <i>amateur</i>? (specialist) 3) Which word is like extraordinary... <i>Unusual</i> or <i>normal</i>? (unusual) 4) Which word is like the prefix multi-... <i>Many</i> or <i>one</i>? (many)</p> <p>Knowing words and related words builds our vocabulary. A large vocabulary helps us understand what we hear and read, plus it makes us interesting writers. Can you think of an activity at school where we can use related words?"</p>

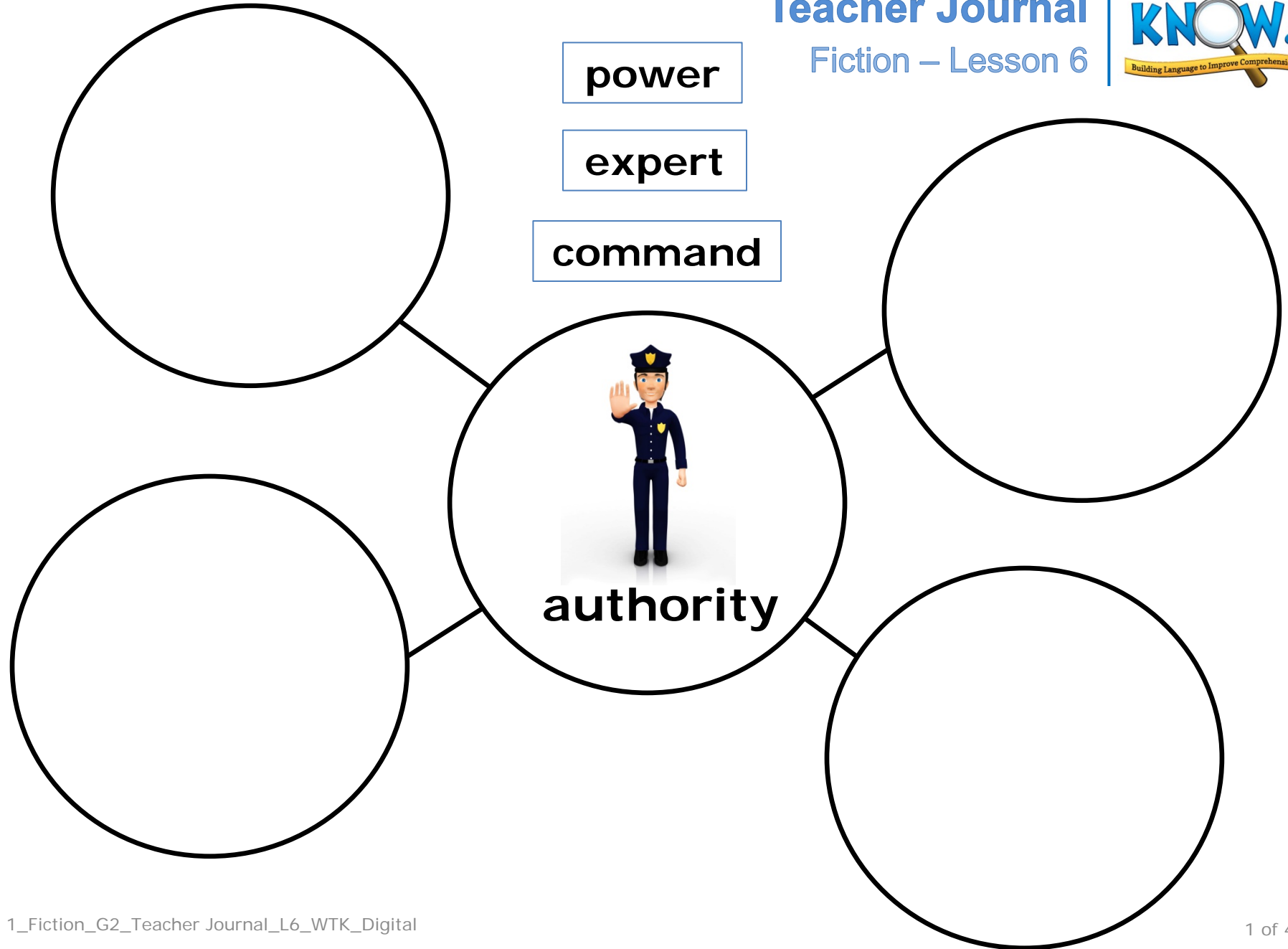
power

expert

command



authority



specialist

skilled

expert

amateur

gifted



amazing

exceptional



extraordinary

normal

outstanding



multi-

much

bi-(two)

many

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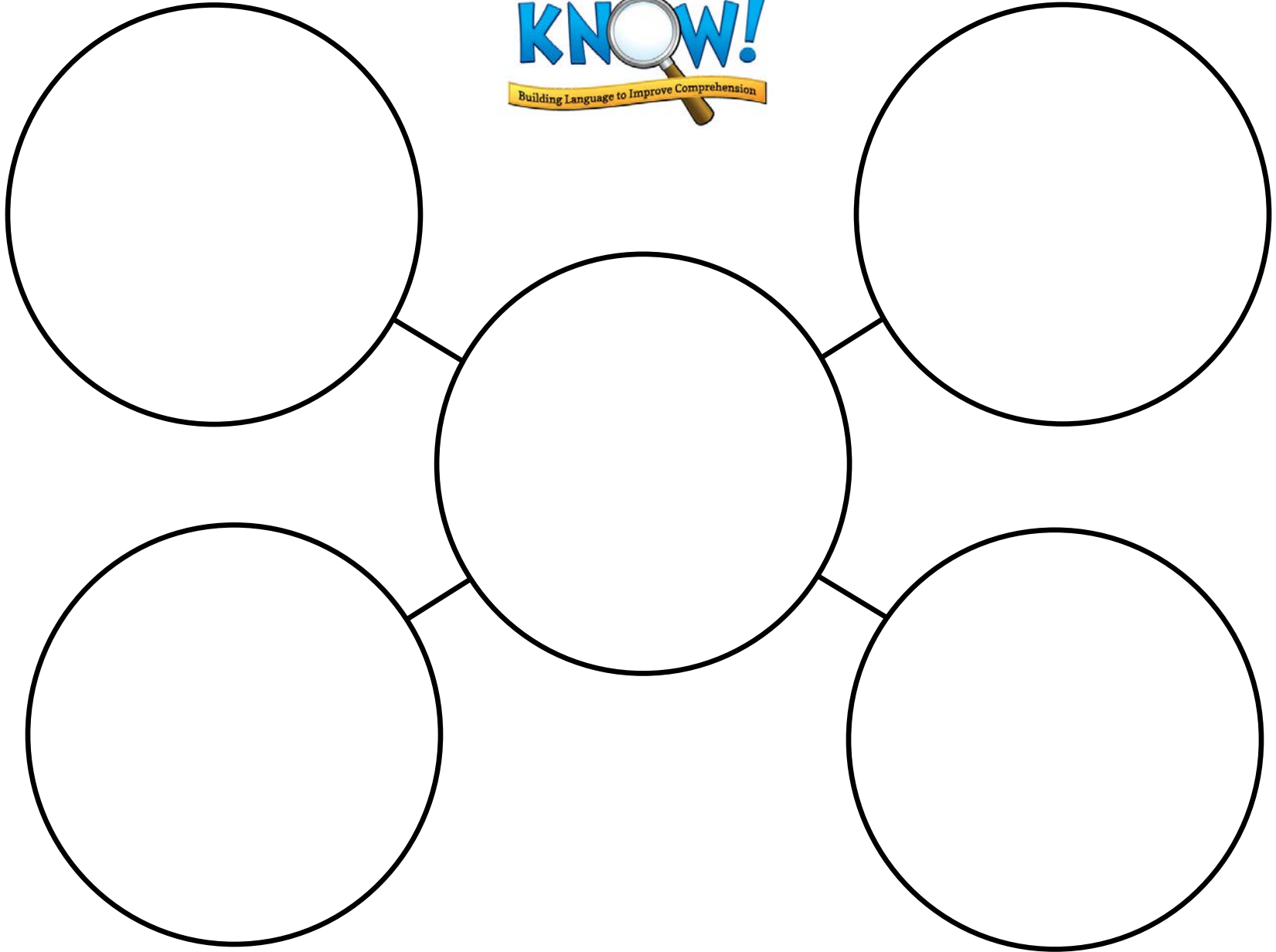
extraordinary

amazing

outstanding

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normal



LET'S KNOW! GRADE 2	FICTION DESCRIPTION	INTEGRATION LESSON 7
SHOW ME WHAT YOU KNOW! You will select an episode from a story and summarize the episode, emphasizing rich descriptions of the <i>setting</i> and <i>characters</i> .		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Retell a narrative that includes the main <i>character</i>, <i>setting</i>, and two or more embedded complete episodes (<i>goals</i>, <i>attempts</i> to reach <i>goals</i>, <i>outcome</i>, and <i>end</i>). 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Retelling LESSON TEXT: <ul style="list-style-type: none"> <u>Officer Buckle and Gloria</u> by Peggy Rathmann TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Document camera or chart paper UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #7 Story element shapes from Lesson #5 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Use the completed story map from Teacher Journal Lesson #7 to retell the complete story in the I Do routine; have students identify and order the story element shapes during the We Do routine. All of the narrative story elements (<i>setting</i>, <i>characters</i>, <i>goals</i>, <i>attempts</i>, <i>outcome</i>, and <i>end</i>) should be included in the story recall, as well as two complete episodes. An episode is defined as a <i>character's goal</i>, <i>attempts</i> to reach the goal, and an <i>outcome</i>. A complete story retell is modeled in the I Do section. You could pair students so students who struggle with retelling are with students who can support them. 		
LESSON ROUTINE		
SET	<p>Engage student's interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Do you think that one of your friends is a good story teller? What makes them so good? Good story tellers remember to include all of the important parts of a story. If you can tell or retell a good story, it also shows that you understand the story, and this helps you be a better reader. The purpose of today's lesson is to practice story retelling for <u>Officer Buckle and Gloria</u>, being sure to include all of the important parts of the story."</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in I DO. Show a completed sample if appropriate.</p> <p>You could say: "I am going to model how to retell a story. I'm going to use this story map to help me remember to include all of the important story elements... (point to story elements during the retelling)</p> <p style="padding-left: 40px;">"There was a police officer (point to character) called Officer Buckle who lived in Napville. (setting) He was an expert about safety tips. He wanted to share safety tips with students. (goal) Usually when he talked to the students at school assemblies, (attempt) the students were bored and fell asleep...</p> <p style="padding-left: 40px;">"Then one day, Officer Buckle got a police dog named Gloria. (character) Gloria was an extraordinary dog who could do many tricks. Gloria loved to entertain the students. (goal) During Officer Buckle's presentations, Gloria did lots of tricks. (attempt) Officer Buckle gave several presentations and Gloria did her tricks. (attempt) The audience laughed, and they became very popular..."</p>	

‘One presentation was videotaped by a TV station. That night, Officer Buckle realized the audience was paying attention to Gloria’s tricks rather than to him, so he refused to give any more talks. **(problem)** He made Gloria go to the school alone. He gave up his goal. **(outcome)** Gloria went to the school by herself, **(attempt)** but she was a failure without Officer Buckle. **(problem)** She realized she couldn’t perform without him... **(outcome)**

‘Then there was a big accident at Napville school. Students wrote letters to Officer Buckle to try to get him back. One girl, Claire, **(character)** wrote a letter that said how Gloria missed him and how good they were together. **(attempt)** Officer Buckle realized it was best when he worked with his buddy, Gloria. So Officer Buckle and Gloria teamed up to share his safety tips with students and decided they would always work together.’’ **(the end)**

WE DO

Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.

Distribute the story element shapes from Lesson #5 to each pair of students and project the completed story map. You could say:

‘Now it’s your turn to quickly map the story with a partner using your story element shapes. Use the story map on the board to help you arrange the shapes to tell the complete story. Let’s start with the *setting*. It’s at the top. What’s the *setting* for the story? **(pause for response)** Napville, right. Now who’s the main *character*? **(pause for response)** Officer Buckle. His star shape goes on the left. What’s his *goal*? **(pause for response)** Okay, his goal is to share his safety tips with students. Who is another main *character*? **(pause for response)** Gloria! Put her star on the right. And her *goal*... to entertain the children! Put those story element shapes in place; then turn to your partner and retell the first part of the story with the *setting, characters and goals*.’

Monitor and support students as they practice retelling with their partners.

‘Now let’s work on the *attempts*. What did Officer Buckle do to *attempt* to reach his goal? He went to school assemblies, but everyone was bored. What was his second *attempt*? **(pause for response)** He took Gloria with him and didn’t know what she was doing. What happened when he found out? **(pause for response)** Yes, he refused to go with Gloria. That was a *problem*! Then his *outcome* was that he gave up on his *goal*. Now let’s move to the right side and talk about Gloria. What was her first *attempt* to reach her goal? **(pause for response)** She did tricks. But then when Officer Buckle quit, she tried again but failed. Poor Gloria! She realized that she needed Officer Buckle. Now take turns retelling this part of the story with the *attempts, problem, and outcome*.’

Monitor and support students as they continue the retell.

‘Let’s finish the story. There was a big accident at the school, so Claire had a *goal* to get them back... What did she do? **(pause for response)** Good thinking. She wrote to Officer Buckle and told him how much he was missed. Officer Buckle and Gloria decided that they made a good team and would always stick together. That’s the *end* of the story.’

Continue to provide feedback to students as they arrange the story element shapes and use the story map as a guide.

YOU DO

Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.

You could say:

‘Now it’s your turn. With a partner, retell the whole story of Officer Buckle and Gloria. Remember to use your story map so you can include all of the important story elements. Decide which of you will retell the story first. Your partner will check how complete your story retelling is by using the story element shapes. Then you will switch. The partner who checked the story first will now retell it.’

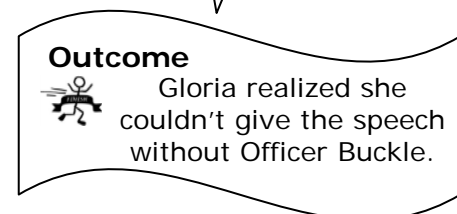
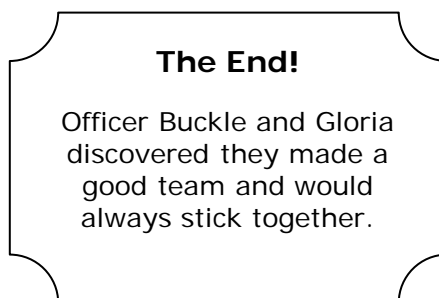
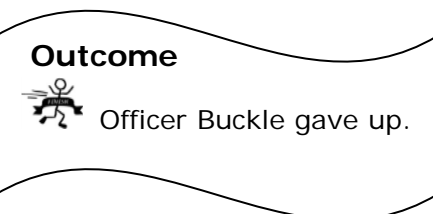
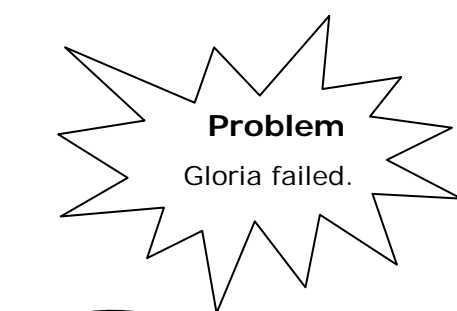
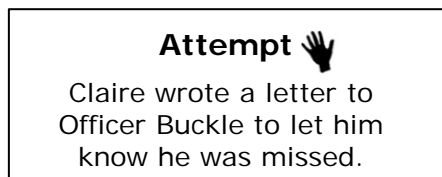
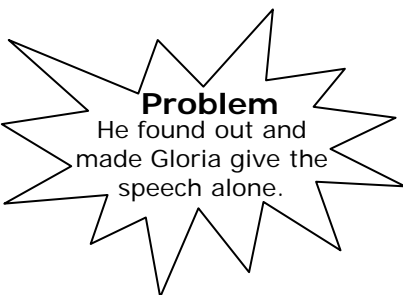
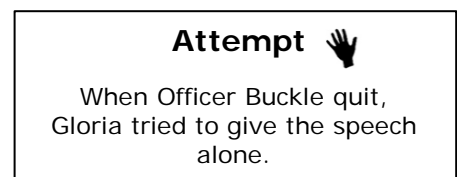
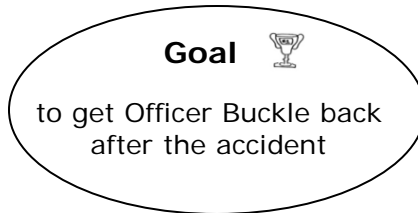
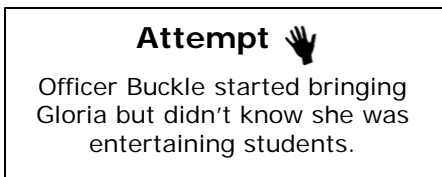
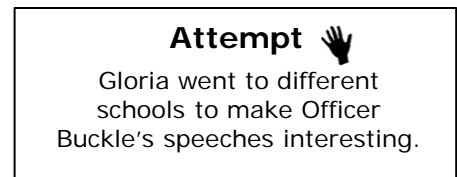
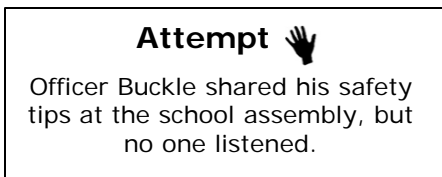
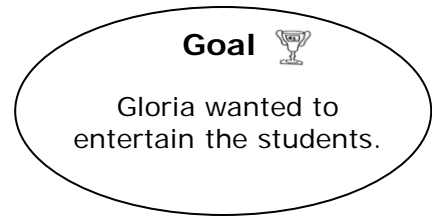
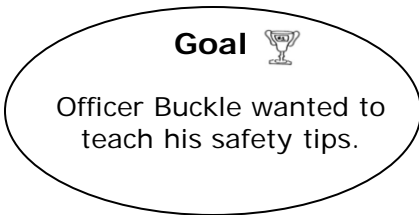
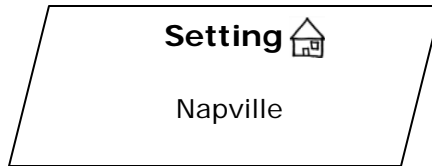
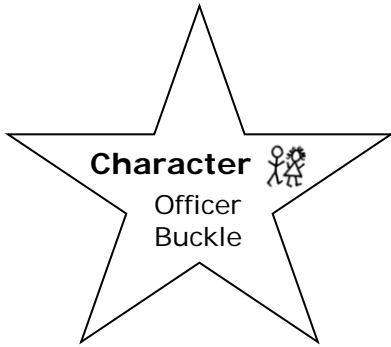
Allow plenty of time for both students to retell the story using their story element shapes.

CLOSE

Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

You could say:

“Today you practiced retelling by including all of the story elements. Help me name the story elements **(encourage students to respond until all are named)** Yes, we discussed *setting, characters, goals, attempts, outcome,* and *end!* Being able to tell a complete story helps us better understand it. As you read any story, you should pay close attention to the story elements to better understand the story. When you write a story, you want to include all the story elements so your story is easier for readers to understand.”



LET'S KNOW! GRADE 2	FICTION DESCRIPTION	READ TO KNOW LESSON 8
<p>SHOW ME WHAT YOU KNOW! You will select an episode from a story and summarize the episode, emphasizing rich descriptions of the <i>setting</i> and <i>characters</i>.</p>		
<p>TEACHING OBJECTIVES:</p> <ul style="list-style-type: none"> • Exhibit sustained attention to and engagement in reading activities (reading/looking at books on own). • After independently reading a book, students will briefly write about the story by identifying the story elements. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> • Engaging Readers <p>LESSON TEXT:</p> <ul style="list-style-type: none"> • N/A <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> • Think-Pair-Share 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> • Teacher's Bookshelf books • Lined paper <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> • WRAP set #2 • Vocabulary Picture Cards: multi-, authority, expert, extraordinary • Read to Know Expectations (optional) 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Before the lesson... Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books. • This lesson is designed to give students the opportunity to engage with one or more texts that they select because they find them interesting. The goal is for students to be engaged in reading, talking with a partner, and writing in their journals for the entire lesson. <ul style="list-style-type: none"> ○ Allow students to select the narrative text(s) they want to read; provide them autonomy in their decisions. If students are already reading a narrative book, they may use this book for the Read to Know lessons. ○ A list of Read to Know expectations is provided for you to share with students if you do not already have classroom expectations for silent reading time. • For the You Do activity, students are asked to write descriptions. You could provide the option for struggling or ELL students to draw their descriptions. They could use the drawing to support talk with their partners. 		
<p>LESSON ROUTINE</p>		
<p>SET</p>	<div style="border: 1px dashed black; padding: 5px; text-align: center;"> <p>START THE LESSON WITH WRAP SET #2: MULTI-, AUTHORITY, EXPERT, EXTRAORDINARY</p> </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Today you get to spend some time reading a book that you choose on your own. The purpose of our lesson is for you to practice reading with a purpose. Today your purpose is to look for and remember some of the story elements. The story elements we're going to look for are the <i>characters</i> and <i>setting</i>. When you read with a purpose it helps you think about the story as you read, and that helps you understand it."</p>	
<p>I DO</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display and explain the Read to Know Expectations, if you choose. Then, you could say: "There are several stacks of books around the room. Today you will choose a book to read for about 15 minutes. When I choose a book to read, I find one that is 'just right' for me, not too hard and not too easy. Your job today is to choose a book you think looks interesting and read."</p>	

	<p>To establish a purpose for students' reading, you could say: "As you read, think about the <i>characters</i> and the <i>setting</i> in the book. When the time is up, write down a description of one <i>character</i> and the <i>setting</i>. Thinking about the <i>characters</i> and <i>setting</i> as I read helps me understand the story. I've read the book <u>Where the Wild Things Are</u> by Maurice Sendak. One of the <i>characters</i> is Max. I could write a description of Max like, 'Max is a young boy who misbehaved and was sent to his room.' That sentence describes Max's <i>character</i>. Now I can write a sentence describing the <i>setting</i>. 'The story takes place in a deep, dark forest.' I wrote two sentences, one describing a <i>character</i> and one describing the <i>setting</i> of the story."</p>
WE DO	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Allow students to choose books and engage with their books for 15 minutes. You could say: "Now it's time for you to choose a book to read. Look through the books, select a book you would like to read, and then find a quiet place in the room. If you already have a good narrative book that you are reading, you may use that book. While we are reading, make sure you stay focused until the time is up. As you read, think about the <i>setting</i> and <i>characters</i> in the story."</p> <p>If some students finish reading early, you can allow them to get up quietly and pick another book or to switch books with a partner.</p>
YOU DO	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>You could say: "Okay, time is up. Get out a piece of lined paper. Now it's time to write your descriptions of a <i>character</i> and the <i>setting</i> of your book. When you're finished, find your partner and discuss what you wrote about the book you read."</p>
CLOSE	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: "Today you had the chance to select a book that you found interesting and then to read it with a <i>purpose</i>. As you read, you thought about two of the elements in the story—<i>setting</i> and <i>character</i>. Turn to your partner and tell them why it is important to read with a purpose. Don't be surprised, the next time you are reading, if I ask you why you are reading... You should be able to tell me the purpose."</p>

Read to Know Expectations

Fiction – Grade 2



Looks like...

- Choosing a book that I want to read
- Selecting a place in the room where I would like to read
- Reading a book on my own
- Thinking about what I am reading
- Asking questions as I read

Sounds like...

- Silent reading or whisper reading
- Pencils writing if I need to keep track of my thinking or write down a question



WEEKLY LESSON PLANNER

FICTION

Week 3	Lesson 9	Lesson 10	Lesson 11	Lesson 12
Lesson Type	Read to Me	Text Mapping	Integration	Words to Know
Objectives	<ul style="list-style-type: none"> Use prior knowledge and information within a text to make, confirm, and revise predictions in stories read aloud and in texts read independently; understand why predicting supports text comprehension. Participate in collaborative conversations about topics within text; display agreed-upon rules for discussion, building on comments of others through multiple exchanges. 	<ul style="list-style-type: none"> Identify similarities and differences across the main story elements of two or more stories. 	<ul style="list-style-type: none"> Use information from within a text and background knowledge to make inferences; explain an inference with evidence from text. 	<ul style="list-style-type: none"> Accurately define target vocabulary words: dock, isolation, identify, disgust.
Lesson Texts	<ul style="list-style-type: none"> <u>A Bad Case of Stripes</u> by David Shannon 	<ul style="list-style-type: none"> <u>A Bad Case of Stripes</u> by David Shannon <u>Officer Buckle and Gloria</u> by Peggy Rathmann 	<ul style="list-style-type: none"> <u>A Bad Case of Stripes</u> by David Shannon 	<ul style="list-style-type: none"> <u>The Raft</u> by Jim LaMarche <u>A Bad Case of Stripes</u> by David Shannon

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Document camera Sticky notes Tokens (talking chips) 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Lined paper (1 per pair) 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Lined paper (1 per student) 	<ul style="list-style-type: none"> Interactive whiteboard, document camera or chart paper
Unit Materials Provided	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> WRAP set #3 Vocabulary Picture Cards: multi-, authority, expert, extraordinary Teacher Journal Lesson #10 	<ul style="list-style-type: none"> WRAP set #4 Vocabulary Picture Cards: multi-, authority, expert, extraordinary Teacher Journal Lesson #11 	<ul style="list-style-type: none"> Vocabulary Picture Cards: disgust, isolation, identify, dock Teacher Journal Lesson #12 Student Journal Lesson #12



Digital/Tech



Prep Materials



Preview the Text



Game




Save Materials


LET'S KNOW! GRADE 2	FICTION DESCRIPTION	READ TO ME LESSON 9
SHOW ME WHAT YOU KNOW! You will select an episode from a story and summarize the episode, emphasizing rich descriptions of the <i>setting</i> and <i>characters</i> .		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> • Use prior knowledge and information within a text to make, confirm, and revise predictions in stories read aloud and in texts read independently; understand why predicting supports text comprehension. • Participate in collaborative conversations about topics within text; display agreed-upon rules for discussion, building on comments of others through multiple exchanges. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> • Predicting • Rich Discussion LESSON TEXT: <ul style="list-style-type: none"> • <u>A Bad Case of Stripes</u> by David Shannon TALK STRUCTURES FOR WE DO/YOU DO: <ul style="list-style-type: none"> • Talking Chips • Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> • Document camera • Sticky notes • Tokens (talking chips) UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> • N/A 	
SPECIAL INSTRUCTIONS FOR THIS LESSON:		
<ul style="list-style-type: none"> • Before the lesson... Preview the lesson text to identify pages on which you could ask prediction questions. Write the questions on sticky notes and place them on the relevant pages. • Depending on your class size, layout, and established classroom routine, you could have students gather on the floor as you are reading aloud or have students stay in their seats. Consider displaying the book with a document camera so students have a larger view of the text and illustrations. • Divide students into groups of 3–4 and distribute ‘talking chip’ tokens to each group. The purpose is to allow students to have several turns and multiple opportunities to add to a discussion of questions. Each child will place his or her chip in the center after he or she takes a turn to talk. The child cannot talk again until all chips are in the center and have been redistributed. You could also discuss the questions as a whole group. 		
LESSON ROUTINE		
SET	Engage students’ interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it’s important for listening or reading comprehension. You could say: “Think to yourself... What was the last prediction that you made? Maybe you predicted that it would be rainy when you woke up, or maybe you predicted the present your parents would give you for your birthday. Predicting is fun, and when you predict what’s going to happen in a story, it keeps you thinking about what you hear or read because you want to find out if your prediction was correct. That’s good for your understanding. Today we are going to read our next book of this unit, <u>A Bad Case of Stripes</u> . The purpose of our lesson is to make predictions and find out if they are correct or whether we need to revise them when we learn new information from the book. This will be fun!”	
I Do	Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. You could say: “As I read <u>A Bad Case of Stripes</u> , I will use what I already know and the information that I read to make predictions about what will happen to the main character in this very funny book. As I continue reading, I will either confirm my prediction or have to revise it based on new information. For instance, when I look at the front cover of the book, I know that people aren’t striped, so something must have happened to this girl to make her striped. The title is <u>A Bad Case of Stripes</u> , and I’ve heard my doctor say I had a bad case of chicken pox. So I predict that she is sick, and that’s why she is striped. Let’s see if my prediction is correct.”	

	<p>Read the first three pages of the text. You could say; “Dr. Bumble examined Camilla, but he didn’t know why her skin was covered with stripes. He gave her an ointment that he thought would take the stripes away. So my prediction isn’t correct. She isn’t covered with stripes because she is sick. I have another prediction; I don’t think the ointment is going to clear up the stripes. Let’s continue reading to find out.”</p> <p>Read the next page. You could say: “The next day when Camilla went to school, she was still covered in stripes. My prediction was confirmed. The ointment didn’t work.”</p>
WE DO	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Continue reading the text, asking students to help you make predictions. You could say: “We already know that Camilla’s skin changed patterns and colors when she said the Pledge of Allegiance. Before I read the next page, turn to your partner and predict how Camilla could change again.” (have students briefly share their predictions with a neighbor)</p> <p>Read the paragraph on the next page (“The other kids... on a T.V.”) and stop. You could say: “Turn to your partner and explain if your prediction was confirmed or if you need to revise your prediction... Now we understand that Camilla’s skin changed as the other kids shouted out suggestions.”</p> <p>Continue reading, confirming or revising predictions with students as you go. You might stop after the kind, old woman knocks on the door and offers to help. You could say: “Think about what the old woman might suggest to help Camilla and why you think that will help her. Turn to your partner and share your prediction.”</p> <p>Read through the end of the story. You could say: “Was your prediction about how the old woman was going to help Camilla confirmed? How did the old woman help Camilla? Turn to your partner and explain whether your prediction was confirmed. Explain to your partner how the old woman helped Camilla.”</p>
You Do	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Pose two or more of the following questions, one at a time, to students. Allow small groups time to discuss each question, ensuring that each student has multiple turns.</p> <ol style="list-style-type: none"> 1) Think of a time when you liked something that was different from what your friends liked. How did you feel? What did you do? 2) What would it feel like to be so different from everyone else? What can you do to help a person feel welcome and included? 3) If you had a bad case of the stripes, what would you do to make them go away? <p>After students discuss in their groups, have them report to the whole group.</p>
CLOSE	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we read the story <u>A Bad Case of Stripes</u> and made predictions about what would happen to Camilla. Then we confirmed or revised our predictions. Think of another subject we study at school for which we have to make predictions... Now share your idea with a partner. (allow brief talk time) We discussed some questions from this story that made us think about being different. We have a lot to think about!”</p>

LET'S KNOW! GRADE 2	FICTION DESCRIPTION	TEXT MAPPING LESSON 10
<p>SHOW ME WHAT YOU KNOW! You will select an episode from a story and summarize the episode, emphasizing rich descriptions of the <i>setting</i> and <i>characters</i>.</p>		
<p>TEACHING OBJECTIVE:</p> <ul style="list-style-type: none"> Identify similarities and differences across the main story elements of two or more stories. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Selected by teacher <p>LESSON TEXTS:</p> <ul style="list-style-type: none"> <u>A Bad Case of Stripes</u> by David Shannon <u>Officer Buckle and Gloria</u> by Peggy Rathmann <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Think-Pair-Share 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Lined paper (1 per pair) <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> WRAP set #3 Vocabulary Picture Cards: multi-, authority, expert, extraordinary Teacher Journal Lesson #10 	
<p align="center">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... You may want to review the lesson texts and the story maps from this lesson and Lesson 5 so you can mark pages on which to point out story elements as you discuss the stories. A story map for <u>A Bad Case of Stripes</u> is provided in Teacher Journal Lesson #10; display it while you identify the story elements. However, the objective of the lesson is to compare story elements of <i>two</i> texts, so most of the lesson will be focused on the similarities and differences between the stories. A compare and contrast chart is also included in Teacher Journal Lesson #10; the second page is blank, and the third page is a completed chart of comparisons and contrasts. During the You Do activity, display either the fourth page of the teacher journal or the chart that you've completed during the lesson. 		
<p align="center">LESSON ROUTINE</p>		
<p>SET</p>	<div style="border: 1px dashed gray; padding: 10px; text-align: center;"> <p>START THE LESSON WITH WRAP SET #3: MULTI-, AUTHORITY, EXPERT, EXTRAORDINARY</p> </div> <p>Engage student's interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Do you ever compare something that you have, like a new toy, with someone else's toy? You look at how the toys are the same and how they're different. Today we are going to look at our book, <u>A Bad Case of Stripes</u>, and talk about the story elements. After that, we will compare the story elements from <u>A Bad Case of Stripes</u> with the story elements from <u>Officer Buckle and Gloria</u>. When we can compare and contrast stories, we show that we understand them."</p>	
<p>I Do</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in I DO. Show a completed sample if appropriate.</p> <p>Display Teacher Journal Lesson #10 and read or skim through <u>A Bad Case of Stripes</u>.</p> <p>You could say: "Let's think about each of the story elements. This is a story map of <u>A Bad Case of Stripes</u>. (share the first page of the story) First, I can identify the <i>setting</i> as Camilla's house and the main <i>character</i>, Camilla. I can also identify the <i>character's goal</i>—to fit in; Camilla worried about what others thought of her. Her <i>attempt</i> is that she wouldn't eat lima beans because she didn't want to be different. And what was the <i>outcome</i>? (allow students to respond) She got a bad case of stripes!</p>	

	<p>“The next few pages talk about this <i>outcome</i>. Obviously, Camilla didn’t achieve her <i>goal</i> because she doesn’t fit in at all now. So she has a new <i>goal</i>—to get rid of the stripes. She <i>attempts</i> to go to many doctors and therapists. She takes her medicine, but what is the <i>outcome</i>? (allow students to respond) She gets worse, not better! Then the old lady helps her find a new <i>goal</i>—to be real. Her <i>attempt</i> is to eat the lima beans that she loves, and what is the <i>outcome</i>? (allow students to respond) She gets rid of the stripes and lives happily ever after!”</p> <p>Display the chart comparing <u>Officer Buckle and Gloria</u> and <u>A Bad Case of Stripes</u>. You could say: “Let’s examine the <i>characters</i> and <i>goals</i> for Officer Buckle and Camilla using this chart. Officer Buckle’s <i>goal</i> was to share safety tips. Camilla’s <i>goal</i> was to fit in. These two <i>characters</i> had different <i>goals</i>, but when you compare them, the goals both involved people. That’s how they were the same. Officer Buckle had the same <i>goal</i> through the whole story, but Camilla’s <i>goals</i> changed as different things happened to her. That’s a way that they are different. Now let’s use this chart to compare the <i>characters’ attempts</i> and the <i>outcomes</i>.”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>You could say: “<i>What was Officer Buckle’s first attempt?</i> (pause for response) He shared his safety tips at schools, but the kids didn’t listen. Then his second <i>attempt?</i> (pause for response) Yes, he took Gloria with him. What about Camilla? She had three <i>goals</i>. The <i>attempt</i> for the first <i>goal</i> (to fit in) was to not eat lima beans. What were her <i>attempts</i> for the second <i>goal</i> to get rid of the stripes? (pause for response) Yes, she went to doctors and therapists. And the third <i>goal?</i> (pause for response) To be real. Her <i>attempt</i> was to eat lima beans. Now let’s think about how the <i>attempts</i> of our two characters were the same. Talk with your partner and then we’ll discuss what you think...”</p> <p>Have student share their ideas with partners and then with the whole group.</p> <p>To summarize the similarities and differences for the <i>attempts</i>, you could say: “Let’s see... Both <i>characters</i> tried; they <i>attempted</i> to reach their <i>goals</i>. That’s the same. But what was different? Officer Buckle didn’t try any more after he found out about Gloria. He didn’t make any more <i>attempts</i>. What did Camilla do when her <i>attempts</i> failed? She had to make new <i>goals</i> and try again.”</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>You could say: “Now it’s your turn to think of <i>outcomes</i> for Officer Buckle and Camilla. First discuss with your partner the two stories; get a piece of paper and write down the <i>outcomes</i> of the two <i>characters</i>. Then discuss and write down at least one difference and one similarity between Officer Buckle and Camilla’s <i>outcomes</i>. When you’re finished, we’ll use what you discovered to finish the chart.”</p> <p>Provide time for students to work together. Then share ideas as a class to finish the chart.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we compared two stories by charting the story elements of <i>goals</i>, <i>attempts</i>, and <i>outcome</i>. Turn to your partner and talk about this question: How did the <i>end</i> of the two books differ?”</p>


Setting 
Camilla's house on
the first day of
school


Character 
Camilla


Goal 
to fit in, be accepted

Goal 
to get rid of the
case of stripes


Goal 
to be real


Attempt 
Wouldn't eat lima
beans even though
she loved them


Attempts 
went to many doctors
and therapists; took
her medicine


Attempt 
ate lima beans




Attempt 
tried on
42 outfits




Outcome 
was cured of
the stripes




Outcome 
got a bad
case of stripes

Outcome 
got worse
not better

The End! 
Camilla ate lima
beans and never got
the stripes.

	Officer Buckle	Camilla	Comparisons/Contrasts
Goals 			
Attempts 			
Outcome 			

	Officer Buckle	Camilla	Comparisons/contrasts
<p>Goals</p> 	<p>To share his safety tips with students</p>	<ol style="list-style-type: none"> 1) to fit in; be accepted 2) to get rid of the stripes 3) to be real 	<p>Same:</p> <ol style="list-style-type: none"> 1) involved people <p>Different:</p> <ol style="list-style-type: none"> 1) Officer Buckle had one goal; Camilla had three. 2) Camilla's goals changed throughout the story.
<p>Attempts</p> 	<ol style="list-style-type: none"> 1) went to schools to share his safety tips but no one listened 2) Officer Buckle took Gloria and the kids enjoyed it. 	<ol style="list-style-type: none"> 1) wouldn't eat lima beans; tried on 42 outfits 2) went to doctors and therapists; took her medicine 3) ate lima beans 	<p>Same:</p> <ol style="list-style-type: none"> 1) tried to achieve the goal <p>Different:</p> <ol style="list-style-type: none"> 1) Officer Buckle quit. 2) When Camilla's attempts failed, she made a new goal.
<p>Outcome</p> 	<p>Realized that he needed Gloria to achieve his goal—they needed to work together</p>	<p>Camilla was cured of the stripes by being herself.</p>	<p>Same:</p> <ol style="list-style-type: none"> 1) used failure to come to a different outcome <p>Different:</p> <ol style="list-style-type: none"> 1) Officer Buckle needed another person (Gloria). 2) Camilla needed to be herself.

	Officer Buckle	Camilla	Comparisons/contrasts
Goals 	To share his safety tips with students	<ol style="list-style-type: none"> 1) to fit in; be accepted 2) to get rid of the stripes 3) to be real 	Same: 1) involved people Different: 1) Officer Buckle had one goal; Camilla had three. 2) Camilla's goals changed throughout the story.
Attempts 	<ol style="list-style-type: none"> 1) went to schools to share his safety tips but no one listened 2) Officer Buckle took Gloria and the kids enjoyed it. 	<ol style="list-style-type: none"> 1) wouldn't eat lima beans; tried on 42 outfits 2) went to doctors and therapists; took her medicine 3) ate lima beans 	Same: 1) tried to achieve the goal Different: 1) Officer Buckle quit. 2) When Camilla's attempts failed, she made a new goal.
Outcome 			

LET'S KNOW! GRADE 2	FICTION DESCRIPTION	INTEGRATION LESSON 11
<p>SHOW ME WHAT YOU KNOW! You will select an episode from a story and summarize the episode, emphasizing rich descriptions of the <i>setting</i> and <i>characters</i>.</p>		
<p>TEACHING OBJECTIVE:</p> <ul style="list-style-type: none"> Use information from within a text and background knowledge to make inferences; explain an inference with evidence from text. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Inferencing <p>LESSON TEXT:</p> <ul style="list-style-type: none"> <u>A Bad Case of Stripes</u> by David Shannon <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Think-Pair-Share 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Lined paper (one per student) <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> WRAP set #4 Vocabulary Picture Cards: multi-, authority, expert, extraordinary Teacher Journal Lesson #11 	
<p align="center">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Preview <u>A Bad Case of Stripes</u>. Use sticky notes to mark pages on which you will model inferencing or ask inferential questions. The inference chart in the teacher journal may be helpful for students who do not have much experience with making inferences. During the I Do routine, demonstrate the steps of making an inference. See the examples provided on the second page of the teacher journal. During the You Do routine, display the third page of the teacher journal. Students will choose one of the questions to make an inference and use the sentence frame to share it with the class. 		
<p>LESSON ROUTINE</p>		
<p>SET</p>	<div style="border: 1px dashed gray; padding: 10px; text-align: center;"> <p>START THE LESSON WITH WRAP SET #4: MULTI-, AUTHORITY, EXPERT, EXTRAORDINARY</p> </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Do you remember what in <i>inference</i> is? An <i>inference</i> is 'a logical guess' based on information that you know from your experience and new information that you learn. For example, I left my hamburger on the kitchen counter for a minute and came back in the room to find it missing. My dog was in the kitchen looking sheepish, so I could <i>infer</i> that she ate my hamburger. You can do the same thing when you are listening to a story. You can take information from the text, as well as information you already know, and figure out what is happening. The purpose of today's lesson is to practice making inferences. It is important to know how to make an inference, because the author doesn't always tell us everything we need to know to understand a story."</p>	
<p>I DO</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>You could say: "We are going to reread part of our story from the other day, <u>A Bad Case of Stripes</u>. As I read I am going to stop at a few places and talk about an inference I made while reading. Remember, an <i>inference</i> is a 'logical guess.' We take some information from the book and combine it with something we already know to make an inference. Let's get started."</p>	

	<p>Use Teacher Journal Lesson #11 to record your inferences as you progress through the story. Read the first two pages of text and stop to record an inference. You could say: “Let’s go back to the sentence, ‘She didn’t want to miss the first day of school, but she was afraid of what the other kids would say.’ What would the kids have said if she had she gone to school? The author doesn’t tell us, but I can make an <i>inference</i>. The text says, ‘she was afraid of what the other kids would say.’ I remember once when my friend Marci wore a pair of brightly colored plaid tights to school. The whole day, kids said mean things to her, like ‘Are you wearing wrapping paper on your legs?’ and ‘Did you let your brother color on your legs?’ I can use my background knowledge and what the text says to make an inference. I can <i>infer</i> that Camilla was afraid because she thought the other kids would make fun of her and call her names because her skin was multi-striped.”</p> <p>Read the next few pages; stop when the kids are calling out shapes and colors. You could say: “When the kids saw that Camilla’s skin changed colors, they started shouting different patterns and colors to make her change. I wonder how she felt. We already read that Camilla was afraid of what the other kids would say because her skin was multi-striped. Indeed, the kids were making fun of her by making suggestions for how she could change. I know when others make fun of me, I’m embarrassed. So I could <i>infer</i> that Camilla’s fear about being different means that she must have felt embarrassed.”</p> <p>Continue to the next page, on which the principal calls home. Stop after the second paragraph. You could say: “The text reads, ‘Camilla was so embarrassed.’ My inference was correct! Camilla was embarrassed about how she looked because she was so different. We’ll continue to read the story and make inferences based on the text and our background knowledge.”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Now ask students to share their own inferences. You could say: “How do you think Camilla’s parents are feeling? This time we can use the illustrations to help us make an inference. Look at the faces of the parents. How do you think they feel? Why? Turn to your partner and talk about it. (give students time to share and ask for their input to add to the chart) Now we can make an inference. We can <i>infer</i> that Camilla’s parents are concerned because Camilla can’t go to school and that they are worried about her health.”</p> <p>Continue to record other inferences about the text, asking for student input.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Display the third page of the teacher journal. You could say: “Think about these two questions. Choose one and write your <i>inference</i>. 1) How did the old woman know how to fix Camilla’s problem? 2) What does this mean: ‘Some of the kids at school said she was weird, but she didn’t care a bit.’</p> <p>Have students use the inference chart to guide their thinking. When explaining inferences to their partners, they can use the following sentence frame: I think _____ because _____ . After working in pairs, have a few students share their inferences with the class.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “What two things do we use to make an <i>inference</i>? Tell your partner. Now tell your partner why it’s important to make inferences when we read a story. We make inferences all the time. Sometimes they are right, but sometimes they are wrong because we don’t have all the information we need. Watch for times at school or home that you are making inferences and tell me about them.”</p>

Inferences from A Bad Case of Stripes by David Shannon

Text	+	Background Information	=	Inference

Inferences from A Bad Case of Stripes by David Shannon

Text		+	Background Information		=	Inference
Camilla didn't want to miss the first day of school, but she was afraid of what the other kids would say.			My friend Marci wore plaid tights to school and the other kids were mean to her			Camilla did not want kids to make fun of her because her skin was multi-striped.
Camilla looks upset in the illustration			When other kids make fun of me, I'm embarrassed			Camilla is embarrassed
The illustration of Camilla's parents			My parents are worried when I'm sick			Camilla's parents are worried about her

Make an Inference!

Choose one question and write your inference.

1. How did the old woman know how to fix Camilla's problem?
2. What does this mean: 'Some of the kids at school said she was weird, but she didn't care a bit.'

Text	+	Background Information	=	Inference

Share your inference with your partner. Use this sentence frame:

I think _____ because _____.

LET'S KNOW! GRADE 2	FICTION DESCRIPTION	WORDS TO KNOW LESSON 12
SHOW ME WHAT YOU KNOW! You will select an episode from a story and summarize the episode, emphasizing rich descriptions of the <i>setting</i> and <i>characters</i> .		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Accurately define target vocabulary words: dock, isolation, identify, disgust. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXTS: <ul style="list-style-type: none"> <u>The Raft</u> by Jim LaMarche <u>A Bad Case of Stripes</u> by David Shannon TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Interactive whiteboard, Document camera or Chart paper UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Vocabulary Picture Cards: disgust, isolation, identify, dock Teacher Journal Lesson #12 Student Journal Lesson #12 	
SPECIAL INSTRUCTIONS FOR THIS LESSON:		
<ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> You could make a poster of the student journal to display as a visual reference. Mark the seventh page (fourth text page) of <u>The Raft</u>. This page will be used as a context for the Words to Know dock and disgusted. WORDS TO KNOW <ul style="list-style-type: none"> disgust: Strong dislike because something is sickening isolation: Separation from other people identify: To find out or show what something is dock: A space to park your boat or truck <i>Save Student Journal Lesson #12 for later use in Lesson 15.</i> 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "The other day I read a word in a book, but I didn't know the meaning of it. I had to look up the word so I would know what the book was talking about. Knowing the meaning of many words helps you understand what you hear and read. Today we will learn four new vocabulary words. Listen as I say them, and if you already know what the word means shake your head <i>yes</i>, but don't say anything: dock... isolation... identify... disgust. The purpose of today's lesson is to learn the meaning of these words and to say and spell them."</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in I DO. Show a completed sample if appropriate.</p> <p>You could say: "The first word we want to learn today is dock. A dock is 'a space to park your boat or truck.' Our next book, which is called <u>The Raft</u>, has a dock. (show a picture of the dock) A dock is used to park a boat; you can also fish from a dock. (show Vocabulary Picture card) This picture shows a dock for a truck. When you're taking a boat ride, you get on and off the boat at the dock."</p>	

	<p>(isolation) “The next word is isolation. Isolation means ‘separation from other people.’ Some people in Alaska live in isolation; they live far away from the city or from any neighbors. When you get sick, your parents might put you in isolation in your room so others don’t get your illness. They keep you away from other people. The boy in this picture (show Vocabulary Picture Card) is isolated on the beach. No one is around him.</p> <p>(identify) “Our third word is identify. Identify means ‘to find out or show what something is.’ In <u>A Bad Case of Stripes</u>, the doctors tried to identify Camilla’s problem, but only the old lady could identify or find out how to get rid of Camilla’s stripes. When you get a present, you try to identify what is in the package. On TV shows, witnesses try to identify the criminal so the police can arrest them. The girl in this picture is trying to identify the parts of a flower. (show picture card)</p> <p>(disgust) “The last word is disgust. Disgust means a ‘strong dislike because something is sickening.’ When you have to eat something you don’t like, you think it’s disgusting. If you go to a beach and there’s a lot of trash, you might say the trash is disgusting. This boy in <u>The Raft</u> is disgusted because he can’t catch any fish. He really dislikes his situation. In this picture, the man is disgusted because of the garbage.” (show Vocabulary Picture Card)</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Display Teacher Journal Lesson #12 and pass out Student Journal Lesson #12 as well. You could say: “We are going to say the word, spell the word, and say the definition for each of our new Words to Know. We’ll start with dock.</p> <ol style="list-style-type: none"> 1) Say the word dock. 2) Write the word dock in your journal as we spell it. 3) Read the definition of the word dock with me. 4) Now let’s read the sentence and fill the word in the blank. <p>Repeat steps 1-4 with the words isolation, identify, and disgust.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>You could say: “Now you and a partner will make a sentence using the words. You’ve already heard some sentences I used and there are sentences in your journal. Your job will be to make another sentence using the word. After each of you has used all four words in a sentence, we’ll have you report your sentences to the class.” Circulate among the students, providing support as necessary. Recast and rephrase student responses that aren’t correct.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today you learned four new words: dock, isolation, identify, and disgust. Let’s review each word in a sentence. Give a thumbs-up if the word is used correctly in the sentence and a thumbs-down if it is used incorrectly...”</p>

- You are likely to find a **dock** in the middle of a corn field.
- A toddler in time-out is in **isolation**.
- I can **identify** the three colors on the American flag: red, white, and blue.
- You would look at a big pile of birthday presents with **disgust**.

I want you to listen very carefully for these words for the rest of today, and if you do hear one, let me know. Try and use one of these words at home tonight; be ready to share your example tomorrow.”



Word:

Definition: A space to park your boat or truck

Sentence: We put our speed boat into the lake at a _____.

Word:

Definition: Separation from other people

Sentence: When she got sick, the girl was put in _____
so others wouldn't get her illness.



Word:

Definition: To find out or show what something is.

Sentence: I could _____ the predator bird as a hawk.



Word:

Definition: Strong dislike because something is sickening

Sentence: When the trash bag tears open and garbage
spills out, I feel _____.



Student Journal

Fiction – Lesson 12



Word: _____

Definition: A space to park your boat or truck

Sentence: We put our speed boat into the lake at a _____.



Word: _____

Definition: Separation from other people

Sentence: When she got sick, the girl was put in _____ so others wouldn't get her illness.



Word: _____

Definition: To find out or show what something is

Sentence: I could _____ the predator bird as a hawk.



Word: _____

Definition: Strong dislike because something is sickening

Sentence: When the trash bag tears open and garbage spills out I feel _____.





WEEKLY LESSON PLANNER

FICTION

Week 4	Lesson 13	Lesson 14	Lesson 15	Lesson 16
Lesson Type	Text Mapping	Integration	Words to Know	Read to Know
Objectives	<ul style="list-style-type: none"> Use noun phrases that include an adjective plus noun and adverb phrases. 	<ul style="list-style-type: none"> Retell a narrative that includes the main <i>character, setting</i>, and two or more embedded complete episodes (<i>goals, attempts, and outcome</i>). 	<ul style="list-style-type: none"> Identify and describe semantic relationships among content (academic) words occurring frequently in grade-level texts. 	<ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. After independently reading a book, use a combination of writing and drawing to recount the text with relevant, descriptive details.
Lesson Texts	<ul style="list-style-type: none"> <u>A Bad Case of Stripes</u> by David Shannon 	<ul style="list-style-type: none"> <u>A Bad Case of Stripes</u> by David Shannon 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Sticky notes Chart paper, document camera, or interactive whiteboard 	<ul style="list-style-type: none"> Document camera or interactive whiteboard Bags or paper clips 	<ul style="list-style-type: none"> Document camera or chart paper Markers 	<ul style="list-style-type: none"> Teacher's Bookshelf books Lined paper (1 per student)
Unit Materials Provided	<ul style="list-style-type: none"> Teacher Journal Lesson #13 Student Journal Lesson #13 	<ul style="list-style-type: none"> WRAP set #5 Vocabulary Picture Cards: disgust, isolation, identify, dock Teacher Journal Lesson #14 Story element shapes for Lesson #14 	<ul style="list-style-type: none"> Vocabulary Picture Cards: dock, isolation, identify, disgust Teacher Journal Lesson #15 (print or digital) Student Journal from Lesson #12 	<ul style="list-style-type: none"> WRAP set #6 Vocabulary Picture Cards: disgust, isolation, identify, dock Read to Know Expectations (optional)



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 2	FICTION DESCRIPTION	TEXT MAPPING LESSON 13
<p>SHOW ME WHAT YOU KNOW! You will select an episode from a story and summarize the episode, emphasizing rich descriptions of the <i>setting</i> and <i>characters</i>.</p>		
<p>TEACHING OBJECTIVE:</p> <ul style="list-style-type: none"> Use noun phrases that include an adjective plus noun and adverb phrases. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Selected by teacher <p>LESSON TEXT:</p> <ul style="list-style-type: none"> <u>A Bad Case of the Stripes</u> by David Shannon <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Think-Pair-Share 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Sticky notes Chart paper, document camera, or interactive whiteboard <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> Teacher Journal Lesson #13 Student Journal Lesson #13 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Preview the text and use sticky notes to mark pages on which you can teach noun and adverb phrases. See the teacher journal for suggested phrases from the text. A <i>noun</i> is, put simply, a person, place, or thing. A <i>noun phrase</i> is when nouns are elaborated using articles (<i>a, an, the</i>), determiners (<i>this, that, one</i>), and adjectives/adverbs (<i>friendly, warm, excited</i>), as in ‘a warm house,’ ‘the friendly boy,’ and ‘that excited team.’ <i>Adverbs</i> modify a verb, noun, or adjective (for example, ‘He got up <u>quickly</u>’). <i>Adverb phrases</i> are groups of words that function as an adverb to modify a verb, noun, or adjective. <ul style="list-style-type: none"> Prepositional and infinitive phrases often act as <i>adverb phrases</i>, such as ‘He went <u>to the movies</u>’ or ‘The girl ran <u>to catch the bus</u>.’ <i>Adverb phrases</i> usually tell how, where, when, or why something happens. Display the first page of Teacher Journal Lesson #13 on chart paper or a document camera, listing noun and adverb phrases as you read through the book; see the second page of the teacher journal for suggestions. 		
<p>LESSON ROUTINE</p>		
<p>SET</p>	<p>Engage students’ interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it’s important for listening or reading comprehension.</p> <p>You could say: “When you’re walking in the hallway, I may tell you to walk <i>slowly</i>. Or I might tell you to get out a <i>red</i> crayon. The words <i>slowly</i> and <i>red</i> describe how to walk or which crayon to choose. Today we are going to examine how the author of <u>A Bad Case of Stripes</u> describes <i>characters</i> and events. When authors write stories, they try to make the story interesting by using words that describe the <i>characters</i> and actions. The purpose of the lesson is to pay careful attention to those descriptions. Words that describe are called <i>adjectives</i> and <i>adverbs</i>. One of my favorite adjectives is <i>colorful</i>, like a <i>colorful</i> painting. Adverbs usually tell how, where, when, or why something happens. One of my favorite adverbs is <i>softly</i>, as in ‘she whispered <i>softly</i>.’”</p>	
<p>I Do</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display Teacher Journal Lesson #13 and begin to list noun phrases. You could say: “Descriptive language uses <i>noun phrases</i>. A noun phrase is a noun—a person, place or thing—plus an adjective, a word that describes the noun. Let’s read in our text and find some noun phrases. I am going to write down the noun phrases that I find in the book; I will underline the adjectives.”</p>	

	<p>Read the first page of text. You could say: “I found a great noun phrase, ‘a pretty red dress.’ <i>Dress</i> is a noun and the words <i>pretty</i> and <i>red</i> help describe it, so they are adjectives. I will write ‘a pretty red dress’ and underline the words <i>pretty</i> and <i>red</i>. (read the second page) I found another great noun phrase, ‘those crazy stripes.’ I’m going to write this phrase down and underline the adjective <i>crazy</i>.</p> <p>“Now, I am going to look for <i>adverb phrases</i>. Adverb phrases tell how, where, when, or why something happens. Let’s continue to read and find adverb phrases... I found an adverb phrase, ‘completely covered with stripes.’ The adverb <i>completely</i> tells me Camilla had stripes all over her body. It tells me <i>how</i> she was covered. I will write ‘completely covered with stripes’ and circle <i>completely</i>.</p> <p>“Here’s another adverb phrase: ‘This was certainly true.’ The <i>certainly</i> tells how it was true—it was <i>certainly</i> true. Many times adverbs have an <i>-ly</i> at the end, like the words <i>completely</i>, <i>certainly</i>, <i>quickly</i>, and <i>softly</i>.”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Using the same page, have students help you find noun and adverb phrases. You could say: “Now you can help me find noun phrases and adverb phrases in our book. On this same page, Camilla says ‘I feel fine.’ <i>Feel</i> is a verb; which word do you think is the adverb? (encourage students to respond) <i>Fine</i> tells us how Camilla is feeling. So <i>fine</i> is the adverb. I will write ‘I feel fine’ and circle the adverb <i>fine</i>.</p> <p>(turn the page) “On the next page, it says, ‘That afternoon, Dr. Bumble came to examine Camilla.’ I see an adverb phrase. It tells <i>why</i> Dr. Bumble came—‘to examine Camilla.’ What’s the adverb phrase? ‘To examine Camilla.’ Now let’s look for noun phrases. Remember noun phrases often include adjectives...</p> <p>Continue recording noun and adverb phrases with students as you look through the text. On the eighth page (begins, “The other kids thought...”), you could say: “The book says: ‘One yelled out, “Let’s see some purple polka dots!” Sure enough, Camilla turned all purple polka-dotty.’ Did anyone hear any adjectives in those last sentences? Remember, an adjective is a word that describes the noun. The noun phrase is ‘some purple polka dots.’ I will write that down. What word describes the dots? (pause for response) That’s right, <i>purple</i> and <i>polka</i>! I will underline <i>purple</i> and <i>polka</i> because they’re both adjectives. Let’s find some more noun phrases.</p> <p>(twelfth page, begins “Hmm, well, yes, I see... ”) “About an hour later, Dr. Bumble arrived with four people in long white coats.’ Can anyone tell me what the noun phrase is? (pause for response) That’s right, ‘long white coats.’ I’m going to write that down. Now, what word or words should I underline? (pause for response) That’s right, <i>long</i> and <i>white</i>. Those are the adjectives that describe the noun <i>coats</i>.”</p> <p>Continue through the text until students are ready for independent practice.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Display the third page of the teacher journal and pass out the student journal. You could say: “Now you are going to work with partners to find the adjectives in noun phrases and adverbs in adverb phrases. The phrases come from our book, <i>A Bad Case of Stripes</i>. With your partner, read each phrase from your student journal. Then underline the adjective and circle the adverbs in these phrases. When you finish, I will ask each pair of students to report your results.”</p> <p>You can use the fourth page of the teacher journal to check answers.</p>

CLOSE

Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

You could say:

“Today we worked on finding descriptive words—adjectives and adverbs—in our story. Let’s have two people tell us two stupendous adjectives describing Camilla’s stripes... Now two people with adverbs describing *how* or *where* Camilla ate lima beans... Each time we hear an adjective or an adverb, put your thumb up. Let’s see how many different adjectives or adverbs we can hear.”

Teacher Journal

Fiction – Lesson 13



Noun phrases:

Adverb phrases:

Noun phrases:

a pretty red dress

those crazy stripes

some purple polka dots

long white coats

Adverb phrases:

She was completely covered
with stripes.

This was certainly true.

I feel fine.

Dr. Bumble came to examine
Camilla.



Underline the adjectives in the following noun phrases.

- 1) Forty-two dresses
- 2) A pretty red dress
- 3) The school principal
- 4) Nice plate of lima beans
- 5) The next day
- 6) A bottle filled with different colored pills
- 7) The finest scientific minds
- 8) Fuzzy little virus balls
- 9) Squiggly little bacteria tails
- 10) Quiet little knock

Circle the adverbs in the following adverbial phrases.

- 1) You're completely covered with stripes
- 2) I feel fine
- 3) You get back in bed
- 4) Camilla was changing faster
- 5) They huddled together and whispered
- 6) Instantly, Camilla was covered
- 7) Reporters were outside her house
- 8) Breathe deeply
- 9) Ran quickly from the house
- 10) She said brightly

Teacher Journal

Fiction – Lesson 13



Underline the adjectives in the following noun phrases.

- 1) Forty-two dresses
- 2) A pretty red dress
- 3) The school principal
- 4) Nice plate of lima beans
- 5) The next day
- 6) A bottle filled with different colored pills
- 7) The finest scientific minds
- 8) Fuzzy little virus balls
- 9) Squiggly little bacteria tails
- 10) Quiet little knock

Circle the adverbs the adverb in the following adverbial phrases.

- 1) You're completely covered with stripes
- 2) I feel fine
- 3) You get back in bed
- 4) Camilla was changing faster
- 5) They huddled together and whispered
- 6) Instantly, Camilla was covered
- 7) Reporters were outside her house
- 8) Breathe deeply
- 9) Ran quickly from the house
- 10) She said brightly

Student Journal

Fiction – Lesson 13



Underline the adjectives in the following noun phrases.

- 1) Forty-two dresses
- 2) A pretty red dress
- 3) The school principal
- 4) Nice plate of lima beans
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- 7) Reporters were outside her house
- 8) Breathe deeply
- 9) Ran quickly from the house
- 10) She said brightly

LET'S KNOW! GRADE 2	FICTION DESCRIPTION	INTEGRATION LESSON 14
<p>SHOW ME WHAT YOU KNOW! You will select an episode from a story and summarize the episode, emphasizing rich descriptions of the <i>setting</i> and <i>characters</i>.</p>		
<p>TEACHING OBJECTIVE:</p> <ul style="list-style-type: none"> Retell a narrative that includes the main <i>character</i>, <i>setting</i>, and two or more embedded complete episodes (<i>goals</i>, <i>attempts</i>, and <i>outcome</i>). 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Retelling <p>LESSON TEXT:</p> <ul style="list-style-type: none"> <u>A Bad Case of Stripes</u> by David Shannon <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Think-Pair-Share 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Document camera or interactive whiteboard Bag or paper clips <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> WRAP set #5 Vocabulary Picture Cards: disgust, isolation, identify, dock Teacher Journal Lesson #14 Story element shapes for Lesson #14 	
<p align="center">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... To save time, you could precut the story element shapes and paper clip or bag them for students. Students will use the shapes to map the story and then retell it. Display the teacher journal to point out the story elements as you demonstrate a retelling of the story. Help students map the story quickly to allow maximum time for retelling. 		
<p align="center">LESSON ROUTINE</p>		
<p>SET</p>	<div style="border: 1px dashed black; padding: 5px; text-align: center;"> <p>START THE LESSON WITH WRAP SET #5: DISGUST, ISOLATION, IDENTIFY, DOCK</p> </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "When I read a good book, I like to tell my friends about the book. I retell the story. Today you will practice retelling <u>A Bad Case of Stripes</u>. Remember that when you retell a story it is important to include all of the story elements. Think in your mind what all of the story elements are... Did you remember <i>characters</i>, <i>setting</i>, <i>goals</i>, <i>attempts</i>, and <i>outcomes</i>? Good. When your retelling includes all the main parts of story, you show that you understand the story well. The purpose of today's lesson is to practice story retelling, being sure to include all of the story elements."</p>	
<p>I DO</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display the teacher journal and point to the story element shapes as you retell the story.</p> <p>You could say: "I'm going to retell <u>A Bad Case of Stripes</u> using this story map. I'm going to use expression so it is fun to listen to. Listen carefully because you're going to have the opportunity to map and retell the story..."</p> <p>'Once there was a girl named Camilla who was getting ready for the first day of school. (point to character and setting) Camilla wanted more than anything to fit in, to be accepted. (goal) Even though she loved lima beans, she never ate them because all of her friends hated lima beans. (attempt) That morning, she tried on 42 outfits to try to impress people. (attempt) Suddenly she was covered with stripes! (outcome)</p>	

	<p>“When she went to school, everyone laughed at her, and Camilla was so embarrassed. How would she get rid of the stripes? (goal) Her parents called the doctors and therapists, and Camilla took her medicine, (attempts) but instead of getting better, she got worse. (outcome)</p> <p>“Then an old woman came and asked Camilla if she wanted some lima beans. At first she said no, but then she decided being laughed at wasn’t very important anymore. She just wanted to be real. (goal) So she ate the lima beans because she loved them, (attempt) and suddenly her bad case of stripes was gone. (outcome) After that, she ate lima beans whenever she wanted and never got the stripes again. She was herself.” (the end)</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Distribute the story element shapes to pairs of students. You could say: “Now you are going to map the story of <u>A Bad Case of Stripes</u> using your story element shapes. Take out the shapes and you can arrange them while we talk through the story. Then you can use it when you retell the story to make sure you include all of the important story elements.”</p> <p>Talk through the story using the teacher journal as a guide; have students contribute the details. When students have arranged their shapes, have them retell the first episode of the story (the <i>setting, character, first goal, attempt and outcome</i>) to their partners; the partner can check to make sure all of the story elements are included in the retell.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Have students practice retelling the whole story in pairs. You could say: “I think you are ready to retell the complete story of <u>A Bad Case of Stripes</u>. The shortest partner will retell first while the other partner listens to make sure they don’t leave out any story elements. Then the partners will switch. Be sure to retell your story using lots of expression to make it interesting!”</p> <p>Monitor students’ retellings as you circulate the room. Provide support for students who find retelling challenging.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Have you ever gone to story hour at the library and listened to a great storyteller? Good storytellers remember to tell all of the story elements and to tell the story with expression. Tell your partner which story elements they should include when they retell. (allow brief talk time) Now tell your partner why being able to retell a story is important. What does it show? (allow brief talk time) Yes, it shows that you really understand the story! Now, can you think of another time your storytelling ability could be useful? Tell your partner... I’m planning to tell my friend about the movie I saw last night. My storytelling skills will really come in handy then!”</p>

Setting



Camilla's house on the first day of school

Goal



to fit in, be accepted

Attempt



Wouldn't eat lima beans even though she loved them

Attempt



tried on 42 outfits

Outcome



got a bad case of stripes

Character



Camilla

Goal



to get rid of the case of stripes

Attempts



went to many doctors and therapists; took her medicine

Outcome



got worse not better

Goal



to be real

Attempt



ate lima beans

Outcome



was cured of the stripes

The End!





Camilla ate lima beans and never got the stripes.


Story Element Shapes


Fiction – Lesson 14





Attempt 
wouldn't eat
lima beans even though
she loved them

Attempt 
tried on 42 outfits

Attempt 
went to many doctors
and therapists; took
her medicine


Attempt 
ate lima beans


The End! 
ate lima beans; never
got the stripes

Character 
Camilla


Goal 
to be real


Goal 
to get rid of the
case of stripes

Goal 
to fit in, be accepted

Setting 
Camilla's house on
the first day of school

Outcome 
got worse not
better

Outcome 
was cured of
the stripes

Outcome 
got a bad case
of stripes

LET'S KNOW! GRADE 2	FICTION DESCRIPTION	WORDS TO KNOW LESSON 15
<p>SHOW ME WHAT YOU KNOW! You will select an episode from a story and summarize the episode, emphasizing rich descriptions of the <i>setting</i> and <i>characters</i>.</p>		
<p>TEACHING OBJECTIVE:</p> <ul style="list-style-type: none"> Identify and describe semantic relationships among content (academic) words occurring frequently in grade-level texts. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Rich Instruction <p>LESSON TEXT:</p> <ul style="list-style-type: none"> N/A <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Think-Pair-Share 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Document camera or chart paper Markers <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> Vocabulary Picture Cards: dock, isolation, identify, disgust Teacher Journal Lesson #15 (print or digital) Student Journal from Lesson #12 Word web 	
<p align="center">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... You will need four copies of the word web to generate related words for the Words to Know; use Teacher Journal Lesson #15 (digital) or precut the images from the print version to arrange on a blank word web. Display Teacher Journal Lesson #15 and fill in the word webs with related words. You don't need to use the related words suggested—record the related words that are most meaningful and useful for students. Students will use the sentence for each word from Student Journal Lesson #12. WORDS TO KNOW <ul style="list-style-type: none"> disgust: Strong dislike because something is sickening isolation: Separation from other people identify: To find out or show what something is dock: A space to park your boat or truck SUGGESTED RELATED WORDS <ul style="list-style-type: none"> dock: <i>pier, wharf, marina</i> isolation: <i>solitude, privacy, alone</i> identify: <i>recognize, determine, describe</i> disgust: <i>repulse, object, dislike, admire</i> (antonym) 		
<p align="center">LESSON ROUTINE</p>		
<p>SET</p>	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Do you remember that I told you before that words have relative, just like people do? I have cousins. They look a little like me. I have a sister. She looks a lot like me. Words are like that too. They may have <i>synonyms</i> that mean almost the same thing as they do. They may have <i>antonyms</i> that mean just the opposite. In today's lesson we will find words that are related to dock, isolation, identity and disgust. Knowing many related words helps you understand what you read and helps you choose just the right word to tell what you mean when you write."</p>	

<p>I Do</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display Teacher Journal Lesson #15. You could say: “One way we learn words well is to read them or hear them used in different situations. The first word we’ll talk about is dock, so I will write the word dock in the center circle on the word web. A dock is ‘a space to park your boat or truck.’ Boats can also be tied up next to a <i>pier</i>. A dock, a <i>pier</i>, and a <i>wharf</i> all serve the same purpose, so they are related words. I’ll write the word dock in the middle circle on the word web and the words <i>pier</i> and <i>wharf</i> in connecting circles. A <i>marina</i> has boats that are tied up. A <i>marina</i> usually has gas, food and supplies as well. <i>Marina</i> is related to the word dock, and I will write that word in a connecting circle. As we continue with this lesson we will continue to think about how words are related.”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Record related words in the word webs as you generate them with students. You could say: “Let’s read our second word—isolation—and the definition together. Isolation means ‘separation from other people.’ I’ll write the word isolation in the middle circle on the word web. Can you think of some words that are related to the word isolation? Turn to your partner and discuss what words could be related to isolation. Now tell me what words you thought of and let’s discuss how each is related to isolation. (invite students to share words and add them to the web)</p> <p>(identify) “Let’s read our third word and definition together. Identify means ‘to find out or show what something is.’ The word identify goes in the middle circle. What words are related to the word identify? Turn to your partner and discuss the words that could be related to identify. Then let’s discuss how each is related to identify. (have students share and discuss words to add to the web)</p> <p>(disgust) “The last word is disgust. Disgust means ‘strong dislike because something is sickening.’ The word disgust goes in the middle circle on the word web. Now with your partner discuss words that could be related to disgust. Which words did you think of?” (have students share related words)</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Have students take out their student journals from Lesson 12. You could say: “In your student journal, there is a sentence for each Word to Know. Work with your partner; say each Word to Know and related word in the sentence that is printed in your journal. First read the sentence inserting the Word to Know, and then reread the sentence inserting a related word.”</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today you expanded your knowledge of four words—dock, isolation, identity, and dock. Let’s review the Words to Know one more time...”</p> <ol style="list-style-type: none"> 1) Which word is related to dock, pier or swimsuit? 2) Which word is related to isolation, privacy or <i>company</i>? (one is synonym; one is antonym) 3) Which word is related to identify, disgust or <i>describe</i>? 4) Which word is related to disgust, dislike or happy?” <p>Knowing related words helps to build our vocabulary. A large vocabulary helps us understand what we hear and read, plus it makes us interesting writers. When you go home tonight, try using a Word to Know or related word and impress your family with your new vocabulary skills!”</p>

pier

wharf

marina



dock

solitude



isolation

alone

privacy

recognize



identify

determine

describe

repulse

object



disgust

admire

dislike



dock

marina

wharf

pier

Teacher Journal

Fiction – Lesson 15



isolation

solitude

privacy

alone

recognize

determine

describe



identify



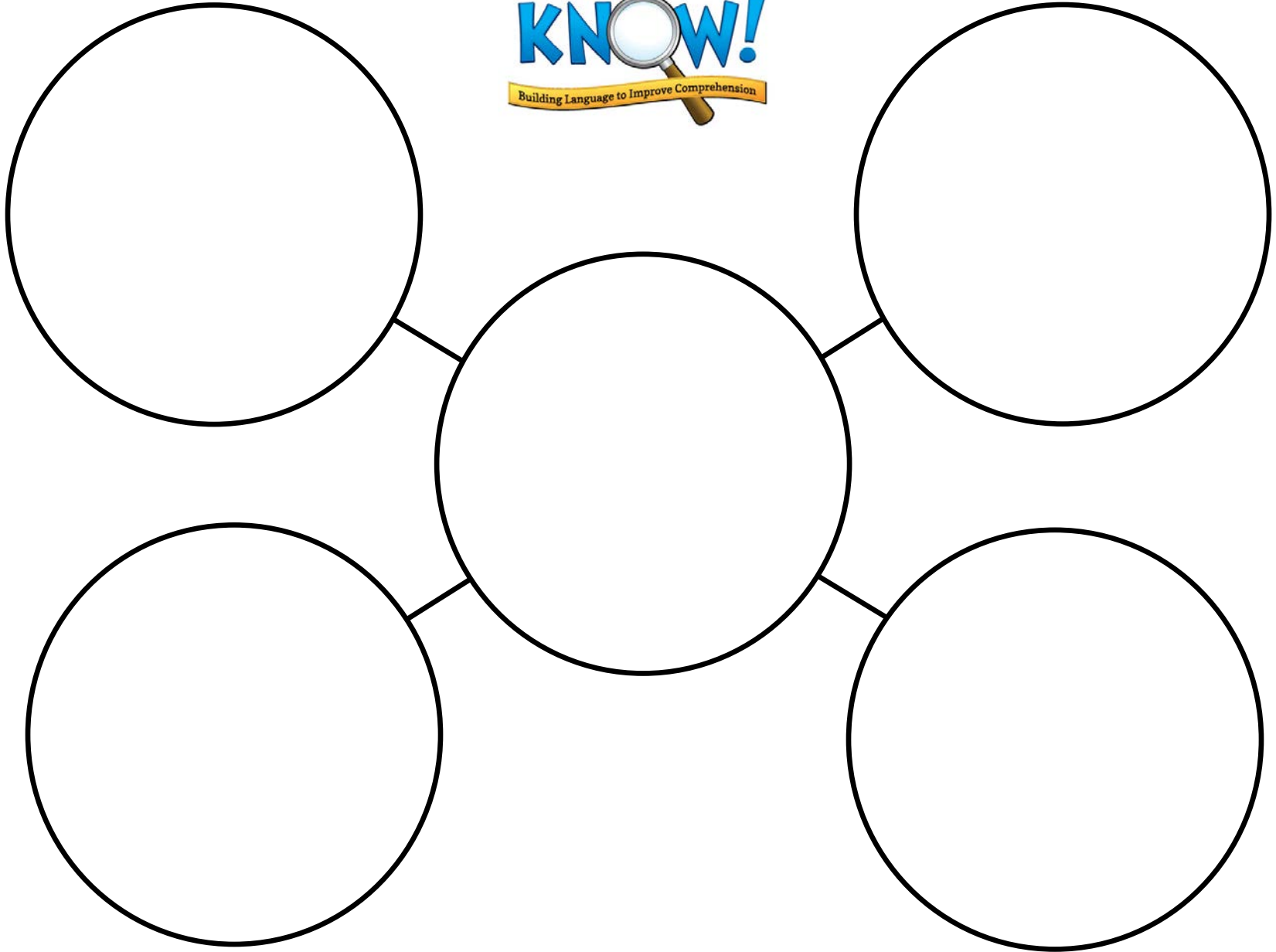
disgust

dislike

repulse

admire

object



LET'S KNOW! GRADE 2	FICTION DESCRIPTION	READ TO KNOW LESSON 16
<p>SHOW ME WHAT YOU KNOW! You will select an episode from a story and summarize the episode, emphasizing rich descriptions of the <i>setting</i> and <i>characters</i>.</p>		
<p>TEACHING OBJECTIVES:</p> <ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. After independently reading a book, use a combination of writing and drawing to recount the text with relevant, descriptive details. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Engaging Readers <p>LESSON TEXT:</p> <ul style="list-style-type: none"> N/A <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Think-Pair-Share 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Teacher's Bookshelf books Lined paper (one per student) <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> WRAP set #6 Vocabulary Picture Cards: disgust, isolation, identify, dock Read to Know Expectations (optional) 	
<p align="center">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books. This lesson is designed to give students the opportunity to engage with one or more texts that they select because they find them interesting. The goal is for students to be engaged in reading, talking with a partner, and writing in their journals for the entire lesson. <ul style="list-style-type: none"> Allow students to select the narrative text(s) they want to read; provide them autonomy in their decisions. If students are already reading a narrative book, they may use this book for the Read to Know lessons. A list of Read to Know expectations is provided for you to review with students, if you do not already have classroom expectations for silent reading time. For the You Do activity, students are asked to write about a <i>character's goals</i> and <i>attempts</i>. You could have struggling or ELL students draw their responses and use their drawings to support their talk during the You Do section. 		
<p align="center">LESSON ROUTINE</p>		
<p>SET</p>	<div style="border: 1px dashed gray; padding: 10px; text-align: center;"> <p>START THE LESSON WITH WRAP SET # 6: DISGUST, ISOLATION, IDENTIFY, DOCK</p> </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "There are many kinds of fiction books; today you can explore a book of your choice. I like historical fiction and mysteries. You might like science fiction or a fiction series like Judy Blume's Fudge books. Today you get to spend some time reading a book of your choice. One of the most important things to do when you read is to read with a purpose. When you do it helps you understand what you read."</p>	

<p>I Do</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display and review the Read to Know Expectations if you choose.</p> <p>To establish a purpose for students' reading, you could say: "Today your purpose as you read is to think about the <i>goals</i> and <i>attempts</i> of a <i>character</i> so you can write about them and share with a partner. First, choose a book that looks interesting to you and read for about 15 minutes. As you read, think about one <i>character's goals</i> and <i>attempts</i>. When time is up, you will briefly write about the <i>character's goals</i> and <i>attempts</i> and then share with a partner.</p> <p>"I have read <u>Where the Wild Things Are</u> by Maurice Sendak and will tell you about the <i>goals</i> and <i>attempts</i> of the main character, Max. Max's <i>goal</i> is to tame the creatures he sees. He tames the wild things by staring into their eyes—that's his <i>attempt</i>. Max and the creatures have a great deal of fun, but then Max begins to miss home. So his new <i>goal</i> is to return home. He says goodbye to the wild things and sails across the ocean—that's his <i>attempt</i> to get home. That's what I would write about and tell my partner."</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Allow students to choose books and engage with their books for 15 minutes. You could say: "Now it's time for you to choose a book to read. When time is up, get a piece of lined paper and write some descriptions of a <i>character's goals</i> and <i>attempts</i>."</p> <p>If some students finish reading early, you can allow them to get up quietly and pick another book or to switch books with a partner.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>You could say: "Now write about the <i>character's goals</i> and <i>attempts</i> on your paper. Then share with a partner."</p> <p>If time allows, have some students share their pages with the class.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: "Today you had the chance to select a book that you found interesting. You read with a <i>purpose</i>. Tell your partner what your purpose was today. (allow brief talk time) Now tell your partner <i>why</i> you should read with a purpose. (allow brief talk time) The next time we read, before we open the book or look at the page, let's think what our purpose will be."</p>

Read to Know Expectations

Fiction – Grade 2



Looks like...

- Choosing a book that I want to read
- Selecting a place in the room where I would like to read
- Reading a book on my own
- Thinking about what I am reading
- Asking questions as I read

Sounds like...

- Silent reading or whisper reading
- Pencils writing if I need to keep track of my thinking or write down a question



WEEKLY LESSON PLANNER

FICTION

Week 5	Lesson 17	Lesson 18	Lesson 19	Lesson 20
Lesson Type	Read to Me	Text Mapping	Integration	Read to Know
Objectives	<ul style="list-style-type: none"> Use prior knowledge and information within a text to make, confirm, and revise predictions in books read aloud and in texts read independently; understand why prediction supports text comprehension. Participate in collaborative conversations about topics within text; display agreed-upon rules for discussion, building on comments of others through multiple exchanges. 	<ul style="list-style-type: none"> Use suffixes and prefixes in dictated and written stories. 	<ul style="list-style-type: none"> Use information from within a text and from background knowledge to make inferences. 	<ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. After independently reading a book, use a combination of writing and drawing to recount the text.
Lesson Texts	<ul style="list-style-type: none"> The Raft by Jim LaMarche 	<ul style="list-style-type: none"> The Raft by Jim LaMarche 	<ul style="list-style-type: none"> The Raft by Jim LaMarche 	<ul style="list-style-type: none"> N/A

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Document camera Sticky notes 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Print or electronic dictionaries Lined paper (1 per student) 	<ul style="list-style-type: none"> Document camera Sticky notes Lined paper (1 per student) 	<ul style="list-style-type: none"> Teacher's Bookshelf books Blank paper (1 per student)
Unit Materials Provided	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> WRAP set # 7 Vocabulary Picture Cards: disgust, isolation, identify, dock Teacher Journal Lesson #18 	<ul style="list-style-type: none"> Teacher Journal Lesson #19 	<ul style="list-style-type: none"> WRAP set #8 Vocabulary Picture Cards: disgust, isolation, identify, dock Read to Know Expectations (optional)



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 2	FICTION DESCRIPTION	READ TO ME LESSON 17
SHOW ME WHAT YOU KNOW! You will select an episode from a story and summarize the episode, emphasizing rich descriptions of the <i>setting</i> and <i>characters</i> .		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> • Use prior knowledge and information within a text to make, confirm, and revise predictions in books read aloud and in texts read independently; understand why prediction supports text comprehension. • Participate in collaborative conversations about topics within text; display agreed-upon rules for discussion, building on comments of others through multiple exchanges. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> • Predicting • Rich Discussion LESSON TEXT: <ul style="list-style-type: none"> • <u>The Raft</u> by Jim LaMarche TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> • Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> • Document camera • Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> • N/A 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Before the lesson... Preview the book and mark pages in the text where you could model predicting or ask students to make predictions. There are suggestions in the instruction below, but you could find others. Since the book does not have page numbers, the last sentence of text is provided to indicate stopping points. • Depending on your class size, layout, and established classroom routine, you can have students gather on the floor as you are reading aloud or have students stay in their seats. Consider using a document camera so students have a larger view of the illustrations and text. • Adjust the time spent on reading the book to allow for plenty of discussion time. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Think to yourself... What was the last prediction that you made? Maybe you predicted that it would be rainy when you woke up, or maybe you predicted the present your parents would give you for your birthday. Predicting is fun and when you predict what's going to happen in a story, it keeps you thinking about what you hear or read because you want to find out if your prediction was correct. That's good for your understanding. Today we are going to read the last book of this unit, <u>The Raft</u>. The purpose of our lesson is to make predictions and find out if they are correct, or determine if we need to revise them when we learn new information as we read. Then we'll discuss some questions at the end. This will be fun!"</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in I DO. Show a completed sample if appropriate.</p> <p>You could say: "As I read <u>The Raft</u>, I will make predictions about what will happen next because predicting helps me better understand what is happening in the story. As I continue reading, I will either confirm or have to revise my prediction based on new information. For instance, when I look at the front cover, I wonder if the boy spends a lot of time on the raft. As I read, I want to know if the raft is important to what happened to the boy."</p> <p>Read the first page. You could say: "I predict Nicky will spend the summer with his grandmother, but he's not happy about it. As I read, I will confirm or revise these predictions."</p>	

<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Read the next several pages, stopping at the page ending with, ‘We had hamburgers for supper.’ You could say: “It looks like my prediction about Nicky spending the summer with his grandmother is correct. And he’s not happy about it. Turn to your partner and talk about whether you think the boy’s feelings about staying at his grandmother’s will change.” (allow brief time for students to talk)</p> <p>Read the next page, which ends, ‘Where had the raft come from?’ You could say: “Who do you think the raft belonged to? Talk with your partner and make a prediction.” (allow talk time; you may wish to have some students share predictions with the class)</p> <p>Continue to read the book to confirm or revise predictions. At the end, stop to discuss briefly the predictions that were confirmed or revised.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>You could discuss the following questions as a large group or divide students into small groups and have them report their ideas to the class.</p> <ol style="list-style-type: none"> 1) Throughout the story, Grandma seemed to know what Nicky would need: sketch pad, pencils, crayons, snorkel, and mask. How did she know that he would need those things? 2) Think of a time when you were upset about somewhere that you had to go. How did you feel? What did you do? How does this help you understand how Nicky felt at the beginning of the story? 3) At first, Nicky was not motivated to do anything at Grandma’s house. What changed?
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we read a story and made predictions about what we thought would happen. As we read, we either confirmed or revised our predictions. Good readers always make and confirm or revise predictions. As you read a story, you will understand the story better if you make predictions, and confirm or revise your predictions as you read. Turn to your partner and make a prediction about what the weather will be like at recess. After recess you can talk about whether your prediction was correct or if you had to revise your prediction.”</p>

LET'S KNOW! GRADE 2	FICTION DESCRIPTION	TEXT MAPPING LESSON 18
<p>SHOW ME WHAT YOU KNOW! You will select an episode from a story and summarize the episode, emphasizing rich descriptions of the <i>setting</i> and <i>characters</i>.</p>		
<p>TEACHING OBJECTIVE:</p> <ul style="list-style-type: none"> Use suffixes and prefixes in dictated and written stories. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Recasting <p>LESSON TEXT:</p> <ul style="list-style-type: none"> <u>The Raft</u> by Jim LaMarche <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Small Groups 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Print or electronic dictionaries Lined paper (one per student) <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> WRAP set # 7 Vocabulary Picture Cards: disgust, isolation, identify, dock Teacher Journal Lesson #18 	
<p align="center">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Display the first page of the teacher journal or use chart paper with a column for each affix (<i>multi-</i>, <i>sub-</i>, <i>-er</i>, and <i>-ness</i>). List the words you and the students create from combining affixes with the root words at the bottom of the page. The second page lists all the words you could create in the chart; you could use this page to uncover words as you teach the lesson rather than filling in the blank journal page. Display the third page of the teacher journal during the You Do activity to encourage students to write about Nicky's adventures using words with prefixes and suffixes. Students will need access to a print or electronic dictionary to check their words. 		
<p align="center">LESSON ROUTINE</p>		
<p>SET</p>	<div style="border: 1px dashed gray; padding: 10px; text-align: center; margin-bottom: 10px;"> <p>START THE LESSON WITH WRAP SET 7: DISGUST, ISOLATION, IDENTIFY, DOCK</p> </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "The other day I was talking with a friend and I thought she said that she was happy about something. But I didn't hear her correctly. What she really said was that she was <i>unhappy</i> about it. I totally misunderstood what she was saying. The difference between <i>happy</i> and <i>unhappy</i> is the prefix <i>un-</i>. We have been working with the prefix multi-, meaning 'more than two.' <i>Prefixes</i> are attached to the beginning of a word to change its meaning. <i>Suffixes</i> do the same thing, except they go at the end of a word to change its meaning. When you know how to use a prefix or suffix, you can figure out the meaning of lots of words, and that helps you understand what you hear and read. The purpose of our lesson today is for you to learn about how to add prefixes and suffixes to root words."</p>	
<p>I DO</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in You DO. Show a completed sample if appropriate.</p> <p>Display Teacher Journal Lesson #18. Add words that use the prefixes and suffixes to the chart.</p> <p>You could say: "Root words are the words we use every day, but their meaning is changed when we add prefixes to the beginning of the words or suffixes to the end of the words. We've already practiced using the prefix multi-. When we add multi- to <i>purpose</i>, we know there must be more than two purposes. For example, a multipurpose room can be used for lunch or for gym. In <u>The Raft</u>, Nicky creates a multicolored drawing on the raft." Write the word <i>multicolored</i> under multi- in the chart.</p>	

	<p>“Suffixes go at the end of the word to change its meanings. <i>-ly</i> is a great suffix; it means ‘characteristic of.’ When we add <i>-ly</i> to the end of <i>calm</i>, we get <i>calmly</i>; remember how the crane ate its lunch in <u>The Raft</u>? The raft moved <i>slowly</i> down the river.</p> <p>“I am going to tell you a brief story about Nicky and the river using the prefixes and suffixes we’ve talked about: ‘Nicky was visiting his grandma who lives by the river. Here he learned how to draw and create <i>multicolored</i> drawings. He watched a heron <i>calmly</i> eat its lunch as he drifted <i>slowly</i> down the river.”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>You could say: “Let’s continue practicing using prefixes and suffixes. This time, I want all of you to help me brainstorm words we could use and how we can use prefixes or suffixes when we tell stories. The next prefix we are going to use is <i>sub-</i>. <i>Sub-</i> means ‘under.’ Can anyone think of a word with <i>sub-</i> in it? I thought of <i>submerge</i>. When Nicky and his grandma go swimming, they are <i>submerged</i> in the water, or in other words, they go completely underwater. (write submerge under <i>-sub</i>)</p> <p>“Multi- and <i>sub-</i> are both examples of prefixes, and prefixes go at the beginning of the word to change its meaning. Let’s practice using another suffix, <i>-er</i>. This suffix means ‘one who.’ So when Nicky learned to swim, he was a... <i>swimmer</i>! His grandma taught him things so she was a... <i>teacher</i>. (add to the chart)</p> <p>“Now we are going to practice attaching a prefix or a suffix to a root word. Once we decide whether the root words need a prefix or suffix, I will write down the new word on our chart. Our first word is <i>way</i>. Let’s look at our prefixes and suffixes; which one should we use with <i>way</i>? Let’s go over our options... <i>multiway</i>, <i>subway</i>, <i>wayer</i>, or <i>wayly</i>? Do any of those options make sense? (allow students to respond) <i>Subway</i>, or an under road. Great job! I will write <i>subway</i> in the <i>sub-</i> column.</p> <p>“Our second word is <i>sing</i>. Let’s try adding a prefix first. Does <i>multising</i> or <i>subsing</i> make sense? No, let’s use our suffixes. How about <i>singer</i> or <i>singly</i>? (allow students to respond) <i>Singer</i> sounds right—‘one who sings.’ I will write it down.”</p> <p>Practice with several of the root words until students are ready to work independently.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Pass out or have students take out lined paper. You could say: “Now, with the people sitting closest to you, choose two or three words and decide whether the words can have a prefix or a suffix added to them. Use a dictionary to check your words and then write them down on your paper. We can add them to the chart afterwards. After you have four words with a prefix or suffix, turn your paper over and write a story about Nicky’s adventures using at least four prefixes or suffixes.” (display the third page of the teacher journal)</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we learned that suffixes and prefixes change the meaning of root words. Think of how many new words you can make now! Where do you put a <i>suffix</i>? (pause for response) That’s right, at the end. And a <i>prefix</i>? (pause for response) At the beginning. When you know the meanings of many prefixes and suffixes, you’ll understand what many more words mean. I’ll be watching for prefixes and suffixes in your writing.”</p>

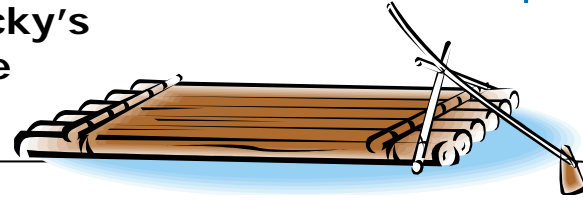
WE KNOW WORDS WITH AFFIXES...

multi- more than two	sub- under	-er one who	-ly characteristic of
way	gentle	mild	media
cultural	marine	build	big
full	use	human	sing
cook	ill	room	committee

WE KNOW WORDS WITH AFFIXES...

<p>multi- more than two</p>	<p>sub- under</p>	<p>-er one who</p>	<p>-ly characteristic of</p>
<p>multicolored multimedia multipurpose multivitamin</p>	<p>submerge submarine subzero</p>	<p>swimmer singer hunter builder ranger</p>	<p>calmly slowly mildly easily lazily quietly eagerly loudly</p>
<p>way</p>	<p>sing</p>	<p>mild</p>	<p>media</p>
<p>hunt</p>	<p>marine</p>	<p>build</p>	<p>easy</p>
<p>lazy</p>	<p>purpose</p>	<p>quiet</p>	<p>eager</p>
<p>vitamin</p>	<p>range</p>	<p>zero</p>	<p>loud</p>

Turn your paper over and write about Nicky's adventures on the raft. Be sure to include at least 4 words with a prefix or suffix.



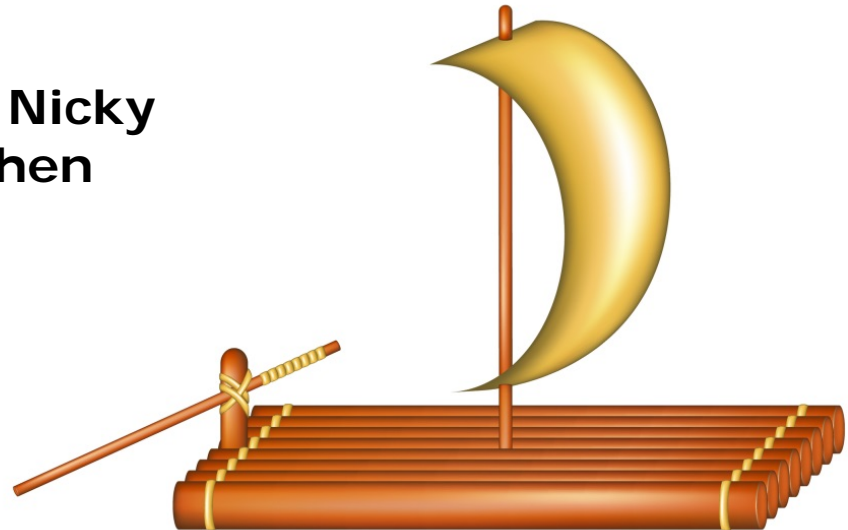
A large, empty rounded rectangular box with a black border, intended for writing the student's response.

LET'S KNOW! GRADE 2	FICTION DESCRIPTION	INTEGRATION LESSON 19
SHOW ME WHAT YOU KNOW! You will select an episode from a story and summarize the episode, emphasizing rich descriptions of the <i>setting</i> and <i>characters</i> .		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Use information from within a text and from background knowledge to make inferences. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Inferencing LESSON TEXT: <ul style="list-style-type: none"> <u>The Raft</u> by Jim LaMarche TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Document camera Sticky notes Lined paper (one per student) UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #19 	
SPECIAL INSTRUCTIONS FOR THIS LESSON:		
<ul style="list-style-type: none"> Before the lesson: Review <u>The Raft</u> and use sticky notes to mark pages on which you will model inferencing or ask students inferential questions; think about where students must make an inference to fully understand the story. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "When one of you comes in late with bedhead, I can make an <i>inference</i> that you probably woke up late. I add what I see to what I know about waking up late to make an inference. In another lesson, we talked about how an <i>inference</i> is 'a good guess' based on information from the text, pictures, and information you already know. It is important to know how to make inferences, because the author doesn't always tell us everything we need to know. When we make inferences, we are better able to understand the book. The purpose of today's lesson is to practice making inferences and to explain our inferences to others."</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in I DO. Show a completed sample if appropriate.</p> <p>You could say: "We are going to reread part of our story, <u>The Raft</u>. I am going to stop at a few places and talk about some of the inferences I make. Remember, an <i>inference</i> is a 'good guess.' We take some information from the book and combine it with something we already know to make an inference."</p> <p>Read the first two pages. Stop at the end of the second page. You could say: "Nicky looks very upset and Grandma looks happy. The author doesn't tell us how the characters are feeling, but we can make some <i>inferences</i>. Let's start with Grandma. We see from the illustration that she's smiling. I need to connect this information with my experiences. I used to visit my grandmother every summer in Florida. The moment she saw me get off the plane, she had a huge smile on her face. I know she looked forward to my visit and was glad to see me and to spend time together. I can put these two pieces together (information from the book and my experience with my own grandmother) to make an inference. I can <i>infer</i> (or make an <i>inference</i>) that Nicky's grandmother was excited to spend the summer with her grandson.</p> <p>"Nicky doesn't look excited to be there, and he asks his dad if he must go. I have had that same expression on my face when I have had to go somewhere I didn't want to go. So combining my experience with the picture of Nicky's face I can infer that he isn't happy to be there."</p>	

<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Continue reading the text and stop on the page where Nicky is fishing. You could say: “Look at Nicky’s face. What inference can you make? Share with your neighbor how you think Nicky is feeling. How did you make that inference about Nicky’s feelings?” (allow talk time)</p> <p>Read the page where Nicky is feeding the otters (begins, “One day I poled upriver farther...). You could say: “At this point in the story, Nicky has been at his grandma’s for a while. From what we just read, tell your partner how you think his trip is going. What kinds of inferences can we make?” (allow talk time)</p> <p>Have students share their inferences, discuss them as a class, and provide feedback concerning the accuracy of the inferences.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Display the teacher journal. You could say: “On the board there are two questions. After I read the end of the story, choose one to write about. The questions are:</p> <ul style="list-style-type: none"> • Who do you think drew the other drawings that Nicky found on the raft? Why do you think that? • What can you infer about Nicky at the end of the story, when he says he’s a river rat? <p>When you get done writing, tell your partner what information you used to make your inferences.”</p> <p>Read to the end of the text. If students need additional writing support, offer the following sentence frame: I think _____ because _____.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “An author does not always tell us everything about a character or a story. What two things do we use to make an <i>inference</i>? (what we know and information from the text) If you have trouble understanding a story, stop and think about what you already know and how it relates to the information in the text. It is important that we know how to make inferences because it increases our understanding of what we read. Good readers and listeners are active—they’re always making inferences about what they read and hear, just like you do!”</p>

On a sheet of paper, answer the following questions:

- Who do you think drew the other drawings that Nicky found on the raft? Why do you think that?
- What can you infer about Nicky at the end of the story, when he says he's a river rat?



LET'S KNOW! GRADE 2	FICTION DESCRIPTION	READ TO KNOW LESSON 20
<p>SHOW ME WHAT YOU KNOW! You will select an episode from a story and summarize the episode, emphasizing rich descriptions of the <i>setting</i> and <i>characters</i>.</p>		
<p>TEACHING OBJECTIVES:</p> <ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. After independently reading a book, use a combination of writing and drawing to recount the text. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Engaging Readers <p>LESSON TEXT:</p> <ul style="list-style-type: none"> N/A <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Round Robin 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Teacher's Bookshelf books Blank paper (1 per student) <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> WRAP set #8 Vocabulary Picture Cards: disgust, isolation, identify, dock Read to Know Expectations (optional) 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books. For the You Do activity, students will write about <i>characters</i> and make inferences on a blank piece of paper. Prepare a sample to share with students. Use the following format, and a book of your choice; see the explanation in the I Do routine for ideas. <ul style="list-style-type: none"> <i>Character...</i> Description from the text... My experience or background knowledge... An inference about the <i>character</i>... This lesson is designed to give students the opportunity to engage with one or more texts that they select because they find them interesting. The goal is for students to be engaged in reading, talking with a partner, and writing in their journals for the entire lesson. <ul style="list-style-type: none"> Allow students to select the narrative text(s) they want to read; provide them autonomy in their decisions. If students are already reading a narrative book, they may use this book for the Read to Know lessons. A list of Read to Know expectations is provided for you to review with students, if you do not already have classroom expectations for silent reading time. 		
<p>LESSON ROUTINE</p>		
<p>SET</p>	<div style="border: 1px dashed gray; padding: 10px; text-align: center;"> <p>START THE LESSON WITH WRAP SET #8: DISGUST, ISOLATION, IDENTIFY, DOCK</p> </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Do you like mysteries? Authors like to tell us some things and leave other things for us to figure out by ourselves; we have to use clues, like in a mystery. We call that making <i>inferences</i>. Today you have an opportunity to read a fiction book of your choice. The purpose of the lesson is for you to find a book you think you will like, choose a <i>character</i>, and practice making inferences about the <i>character</i>."</p>	

<p>I Do</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in You DO. Show a completed sample if appropriate.</p> <p>Display and review the Read to Know Expectations if you choose.</p> <p>To establish a purpose for students' reading, you could say: "After you read your book today, you will choose a <i>character</i>, describe the <i>character</i>, and draw a picture of that <i>character</i>. Then think about an inference you can make about the <i>character</i>. You can use the information that the author gives you about the <i>character</i> and your experience to infer something about him or her that the author doesn't tell you. When we make inferences, we really understand what we read.</p> <p>"I picked a <i>character</i> from <u>The Raft</u> as my example. (share the sample inference activity you prepared) My <i>character</i> is Nicky's grandmother. So, I wrote that on my piece of paper—'Character: Nicky's Grandmother.' Then, I made a list of the things that the author tells me about her. I know that she carves wooden sculptures, draws, has lots of fishing equipment, and considers herself a 'river rat.' These are all things that the author tells us in the book. Then I drew a picture of my <i>character</i>. Under the picture, I wrote something that I inferred about the grandmother, but that the author did not mention. I wrote, 'I think she gave Nicky the raft.' The author never tells us this, but the raft is covered in drawings of animals. Nicky's grandmother is a good artist, so it's possible she drew those animals and gave the raft to Nicky. This is an <i>inference</i> because the author does not tell us this information, and I used clues to make a guess about what is going on."</p>
<p>We Do</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Allow students to choose books and engage with their books for 15 minutes. You could say: "After you select a book and begin reading, use your paper and a pencil to write down information about your <i>character</i> and any inferences that you make. If you already have a book that you are reading, you can use that book for this activity. You will have 15 minutes to read."</p> <p>If some students finish reading early, you can allow them to get up quietly and pick another book or to switch books with a partner.</p>
<p>You Do</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>You could say: "Now that you have read your books, you can complete your inference page. Once you have finished describing your <i>character</i> and writing your inference, turn to your partner. Describe your <i>character</i> and explain your inference to your partner."</p> <p>If time allows, have some students share their pages with the class.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: "When you read you will understand the text better if you think about the <i>purpose</i> for your reading. What was our purpose today? To use information from our book and combine it with what we know to make an inference about a <i>character</i>. Reading deeply and thinking about information we can use to make inferences is a good way to understand what we're reading. Making inferences is a good strategy for all of the reading that you do."</p>



WEEKLY LESSON PLANNER

FICTION

Week 6	Lesson 21	Assessments	Assessments	Assessments
Lesson Type	Read to Know	SMWYK	SMWYK	SMWYK
Objectives	<ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. After independently reading a book, use a combination of writing and drawing to recount the text. 	<ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7. 	<ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7. 	<ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.
Lesson Texts	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> <u>Officer Buckle and Gloria</u> by Peggy Rathmann 	<ul style="list-style-type: none"> <u>Officer Buckle and Gloria</u> by Peggy Rathmann 	<ul style="list-style-type: none"> <u>Officer Buckle and Gloria</u> by Peggy Rathmann

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Teacher's Bookshelf books Lined paper (1 per student) 	<ul style="list-style-type: none"> None recommended 	<ul style="list-style-type: none"> None recommended 	<ul style="list-style-type: none"> None recommended
Unit Materials Provided	<ul style="list-style-type: none"> Read to Know Expectations (optional) 	<ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Assessment Booklets (6) SMWYK Classroom Summary Sheet 	<ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Assessment Booklets (6) SMWYK Classroom Summary Sheet 	<ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Assessment Booklets (6) SMWYK Classroom Summary Sheet



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

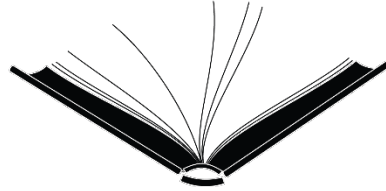
LET'S KNOW! GRADE 2	FICTION DESCRIPTION	READ TO KNOW LESSON 21
SHOW ME WHAT YOU KNOW! You will select an episode from a story and summarize the episode, emphasizing rich descriptions of the <i>setting</i> and <i>characters</i> .		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. After independently reading a book, use a combination of writing and drawing to recount the text. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Engaging Readers LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR We Do/You Do: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Teacher's Bookshelf books Lined paper (one per student) UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Read to Know Expectations (optional) 	
SPECIAL INSTRUCTIONS FOR THIS LESSON:		
<ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books. Today students will focus on writing about and/or drawing <i>outcomes</i>. You may want to prepare an example of the activity students will complete during the You Do routine to share as a model. See the I Do instruction for ideas. This lesson is designed to give students the opportunity to engage with one or more texts that they select because they find them interesting. The goal is for students to be engaged in reading, talking with a partner, and writing in their journals for the entire lesson. <ul style="list-style-type: none"> Allow students to select the narrative text(s) they want to read; provide them autonomy in their decisions. If students are already reading a narrative book, they may use this book for the Read to Know lessons. A list of Read to Know expectations is provided for you to review with students, if you do not already have classroom expectations for silent reading time. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "I love to read by myself. I know you do, too. Today is another opportunity to read a book of your choice. You have all done a great job picking books. Today we are going to focus on story <i>outcomes</i>— what happens at the end of a story or an episode. As you read, think about the <i>outcome</i> and all the words you could use to describe the <i>outcome</i>. After we read, each of you will describe the <i>outcome</i> to your partner."</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in You DO. Show a completed sample if appropriate.</p> <p>Display and review the Read to Know Expectations if you choose.</p> <p>To establish a purpose for students' reading, you could say: "You will pick a book from one of the piles around the room. As you read, think about the <i>outcome</i> and how you would describe the <i>outcome</i>. What words could you use to describe what you are reading? In <u>The Raft</u>, Nicky's opinion about himself and his grandmother changes so that he thinks of himself as a 'river rat,' just like his grandmother. (share your sample) I described Nicky before and how he felt about the river and the outdoors after being with his grandmother all summer. I drew the river and the raft with Nicky smiling because he loved them so much. That's how I showed the <i>outcome</i>."</p>	

<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Allow students to choose books and engage with their books for 15 minutes. You could say: “Now it’s time for you to choose a book to read. After you select a book, take your blank paper and a pencil with you; as you read, you will need to write down the information to help you describe the <i>outcome</i>. If you already have a book you are reading you can use that book for this activity. You will have 15 minutes to read.”</p> <p>Move around the class, encouraging students and checking on their progress. If some students finish reading early, you can allow them to get up quietly and pick another book or to switch books with a partner.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>You could say: “Now you can start writing about the <i>outcome</i> from the book you were just reading. Use as many descriptive words as possible to make the reader feel like they understand the <i>outcome</i>. After you get done writing, you can draw a picture of something from the <i>outcome</i>.”</p> <p>Bring the group back together and have some volunteers share their descriptions and pictures.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today you had the chance to select a book and read with the purpose of learning as much as you could about the <i>outcome</i>. When you understand the <i>outcome</i> of a book, it helps you understand the story. Turn to your partner and tell them a different purpose for reading a book... Don’t be surprised if the next time I see you reading I ask you <i>why</i> you are reading—what is your purpose?”</p>

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SMWYK: These materials not available for download.



WEEKLY LESSON PLANNER

FICTION

Week 7	Lesson 22	Lesson 23	Lesson 24
Lesson Type	Stretch and Review	Stretch and Review	Close
Objectives	<ul style="list-style-type: none"> Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced. Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives. 	<ul style="list-style-type: none"> Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced. Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives. 	<ul style="list-style-type: none"> Use noun, verb, and adverbial phrases in writing. Write a retelling that includes at least one complete episode (<i>setting, character, goal(s), attempt(s)</i>) to reach the <i>goal, outcome</i>.
Lesson Texts	<ul style="list-style-type: none"> Selected by teacher 	<ul style="list-style-type: none"> Selected by teacher 	<ul style="list-style-type: none"> <u>Officer Buckle and Gloria</u> by Peggy Rathmann

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Selected by teacher 	<ul style="list-style-type: none"> Selected by teacher 	<ul style="list-style-type: none"> Writing utensils, crayons, and colored pencils Butcher paper
Unit Materials Provided	<ul style="list-style-type: none"> You could reuse any materials provided for the unit. 	<ul style="list-style-type: none"> You could reuse any materials provided for the unit. 	<ul style="list-style-type: none"> Teacher Journal Lesson #24



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 2	FICTION DESCRIPTION	STRETCH AND REVIEW LESSON 22
<p>SHOW ME WHAT YOU KNOW! You will select an episode from a story and summarize the episode, emphasizing rich descriptions of the <i>setting</i> and <i>characters</i>.</p>		
<p>TEACHING OBJECTIVES:</p> <ul style="list-style-type: none"> • Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced. • Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> • Selected by teacher <p>LESSON TEXT:</p> <ul style="list-style-type: none"> • Selected by teacher <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> • Selected by teacher 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> • Selected by teacher <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> • You could reuse any materials provided for the unit. 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Before the lesson... <ul style="list-style-type: none"> ○ Use the results from the Show Me What You Know assessments to plan this lesson. Reference your classroom summary sheet from the assessments to help determine the areas to review or expand upon during this lesson. ○ For the lesson text, you may select from texts provided for the unit or select new texts. ○ Write your own lesson plan by filling in each section below. 		
<p>LESSON ROUTINE</p>		
<p>SET</p>	<p>Engage student's interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p>	
<p>I Do</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p>	

WE DO	Provide guided practice, feedback, and support, insuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.
YOU DO	Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.
CLOSE	Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

LET'S KNOW! GRADE 2	FICTION DESCRIPTION	STRETCH AND REVIEW LESSON 23
<p>SHOW ME WHAT YOU KNOW! You will select an episode from a story and summarize the episode, emphasizing rich descriptions of the <i>setting</i> and <i>characters</i>.</p>		
<p>TEACHING OBJECTIVE:</p> <ul style="list-style-type: none"> • Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced. • Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> • Selected by teacher <p>LESSON TEXT:</p> <ul style="list-style-type: none"> • Selected by teacher <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> • Selected by teacher 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> • Selected by teacher <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> • You could reuse any materials provided for the unit. 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Before the lesson... <ul style="list-style-type: none"> ○ Use the results from the Show Me What You Know assessments to plan this lesson. Reference your classroom summary sheet from the assessments to help determine the areas to review or expand upon during this lesson. ○ For the lesson text, you may select from texts provided for the unit or select new texts. ○ Write your own lesson plan by filling in each section below. 		
<p>LESSON ROUTINE</p>		
<p>SET</p>	<p>Engage student's interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p>	
<p>I Do</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p>	

WE DO	Provide guided practice, feedback, and support, insuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.
YOU DO	Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.
CLOSE	Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

LET'S KNOW! GRADE 2	FICTION DESCRIPTION	CLOSE LESSON 24
<p>SHOW ME WHAT YOU KNOW! You will select an episode from a story and summarize the episode, emphasizing rich descriptions of the <i>setting</i> and <i>characters</i>.</p>		
<p>TEACHING OBJECTIVES:</p> <ul style="list-style-type: none"> • Use noun, verb, and adverbial phrases in writing. • Write a retelling that includes at least one complete episode (<i>setting, character, goal(s), attempt(s)</i> to reach the <i>goal, outcome</i>). 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> • Retelling <p>LESSON TEXT:</p> <ul style="list-style-type: none"> • <u>Officer Buckle and Gloria</u> by Peggy Rathmann <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> • Small Groups 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> • Writing utensils, crayons, and colored pencils • Butcher paper <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> • Teacher Journal Lesson #24 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Before the lesson... <ul style="list-style-type: none"> ○ Cut and prepare strips of butcher paper, drawing paper, or another material that students will enjoy making into comic strips. ○ You could print and cut out the episodes from Teacher Journal Lesson #24 to help children choose which episodes to draw. • Display the sample comic strip from the teacher journal to provide a model during the I Do routine. Reinforce the importance of including descriptive writing and story elements in the comic strips. 		
<p>LESSON ROUTINE</p>		
<p>SET</p>	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "When the Sunday newspaper comes, one of the things I really enjoy is to read the comic pages. The comic strips tell a short story using pictures and words. Today is the last day of the Fiction unit. We have been practicing retelling stories, and today you are going to create a comic strip that shows a scene from one of our stories: <u>Officer Buckle and Gloria</u>, <u>A Bad Case of Stripes</u>, or <u>The Raft</u>. At the end, you will present your comic strip to a group. Retelling a story always helps us understand the story even better."</p>	
<p>I DO</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>You could say: "Comic strips combine descriptive writing with pictures. When writing your comic, it is very important that your writing is detailed and clear. Your comic strip needs to include an episode with at least one full description of a <i>character</i>, the <i>character's goal</i>, his or her <i>attempts</i> to reach that <i>goal</i>, and the <i>outcome</i>. Make sure you include good descriptions using interesting words, like adjectives and adverbs.</p> <p>Display Teacher Journal Lesson #24 and model how to start a comic strip. You could say: "Each of you will select an episode from one of our unit stories. I chose the third episode from <u>Officer Buckle and Gloria</u>. I will introduce Claire and her <i>goal</i>—how she wanted to get Officer Buckle back after the accident. In my second box, I will tell about her <i>attempt</i>... She wrote a letter to let Officer Buckle know he was missed."</p>	

<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>You could say: “How do you think I should complete my comic strip and include the <i>outcome</i>? What do you think I should write and draw here? (invite students to respond and make suggestions) Great suggestions! How about, ‘Officer Buckle and Gloria discovered they made a good team and would always stick together.’</p> <p>“Now let’s check, have I included all of the story elements in my episode?” Ask students to help you review the story elements in the model comic strip.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Pass out paper and have each student create a comic strip based on a favorite episode from a unit text. Display the second page of the teacher journal to help students choose an episode.</p> <p>You could say: “Now it’s your turn. Remember you can retell any episode from our unit books. On the board I have the episodes from the books listed to help you create descriptive text for your comic strip. You can also make a title for your comic strip episode.”</p> <p>Circulate the room to provide assistance. Students should write and draw pictures for their comic strips, including description and the necessary story elements.</p> <p>If time allows when students are finished, have them share their final products in small groups.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “You were very creative and used such great descriptions in your comic strips. Can I have a few of you share your comics with the class? Let’s try to get at least one from each book. (have students briefly present their projects) Great job! Before we end, I want you to turn to your partner and tell them the story elements you included to help you create your comic strip... When you understand all of the elements of a story, you really understand that story. You can use this skill for all the stories you read. Well done everyone!”</p>

Episode 3 from Officer Buckle and Gloria

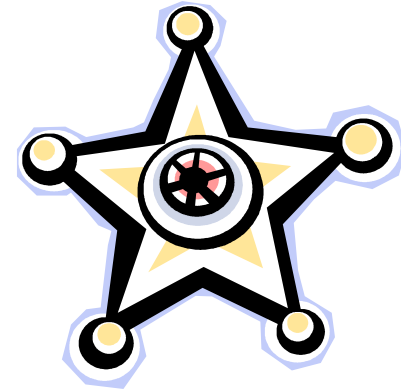


Claire wanted to get Officer Buckle back after the accident.



She wrote a letter to let Officer Buckle know he was missed.

Officer Buckle and Gloria discovered they made a good team and would always stick together.





Officer Buckle and Gloria

Episode 1:

Officer Buckle wanted to teach his safety tips. He shared his tips at the school assembly, but no one listened. He started bringing Gloria but didn't know she was entertaining students. When he found out, he made Gloria give the speech alone.

Officer Buckle and Gloria

Episode 2:

Gloria wanted to entertain the students. She performed tricks during Officer Buckle's speeches. When Officer Buckle quit, Gloria tried to give the speech alone. Gloria failed and realized she couldn't give the speech without him.

Officer Buckle and Gloria

Episode 3:

Claire wanted to get Officer Buckle back after the accident. She wrote a letter to let Officer Buckle know he was missed. Officer Buckle and Gloria discovered they made a good team and would always stick together.

A Bad Case of Stripes

Episode 1:

At Camilla's house on the first day of school, she wanted to fit in and be accepted. She wouldn't eat lima beans even though she loved them. Camilla tried on 42 outfits and got a bad case of stripes.

A Bad Case of Stripes

Episode 2:

Camilla tried to get rid of the case of stripes. She went to many doctors and therapists and took her medicine. But she got worse not better.

A Bad Case of Stripes

Episode 3:

Camilla wanted to be real so she ate lima beans. After that, she was cured of the stripes!

The Raft

Episode 1:

Nicky didn't want to spend his summer staying at his grandma's place because it wouldn't be fun. He soon found a raft by the dock and discovered fun adventures with it. Nicky's summer turned out to be a great experience after all, and he even calls himself a river rat just like his grandma.



Unit Resources

- Teacher's Bookshelf
- Word Web
- Unit Vocabulary
- Vocabulary Picture Cards
- WRAP sets



Teacher's Bookshelf

Fiction – Grade 2

Required Books:

Officer Buckle and Gloria

by Peggy Rathmann

ISBN-10: 0399226168

ISBN-13: 978-0399226168

A Bad Case of Stripes

by David Shannon

ISBN-10: 0590929976

ISBN-13: 978-0590929974

The Raft

by Jim LaMarche

ISBN-10: 0064438562

ISBN-13: 978-0064438568

Optional Books:

During independent reading, students should have the opportunity to select books from your classroom library that are related to the unit theme. Following is a list of suggested books you can check out from your school or public library to accompany the Fiction unit. Some suggestions may be beyond your students' age or reading level, but they may still explore and engage with the text and illustrations. Selections that are out of print may still be available from your public library.

The Patchwork Quilt

by Valerie Flournoy

ISBN-10: 0803700970

ISBN-13: 978-0803700970

Apples to Oregon

by Debora Hopkinson

ISBN-10: 141696746

ISBN-13: 978-1416967460

The Hickory Chair

by Lisa Rowe Fraustino

ISBN-10: 050522485

ISBN-13: 978-0590522489

My Brother Dan's Delicious

by Steven L. Layne

ISBN-10: 1589800710

ISBN-13: 978-1589800717

At Grandpa's Sugar Bush

by Margaret Carney

ISBN-10: 1550746715

ISBN-13: 978-1550746716

The Sea Serpent and Me

by Dashka Slater

ISBN-10: 0618723943

ISBN-13: 978-0618723942

Owl Moon

by Jane Yolen

ISBN-10: 0590420445

ISBN-13: 978-0590420440

(Out of Print)

Fiona Loves the Night

by Patricia MacLachlan

ISBN-10: 0060570318

ISBN-13: 978-0060570316

(Out of Print)

Amber on the Mountain

by Tony Johnston

ISBN-10: 014056408X

ISBN-13: 978-0140564082

Hanna's Cold Winter

by Trish Marx

ISBN-10: 1930900406

ISBN-13: 978-1930900400

Old Jake's Skirts

by Anne C. Scott

ISBN-10: 0873588398

ISBN-13: 978-0873588393

Sweet, Sweet Memory

by Jacqueline Woodson

ISBN-10: 1423106806

ISBN-13: 978-1423106807

Tough Boris

by Mem Fox

ISBN-10: 0152018913

ISBN-13: 978-0152018917

The Money Tree

by Sarah Stewart

ISBN-10: 0374452954

ISBN-13: 978-0374452957

Doug Unplugged

by Dan Yaccarino

ISBN-10: 0375866434

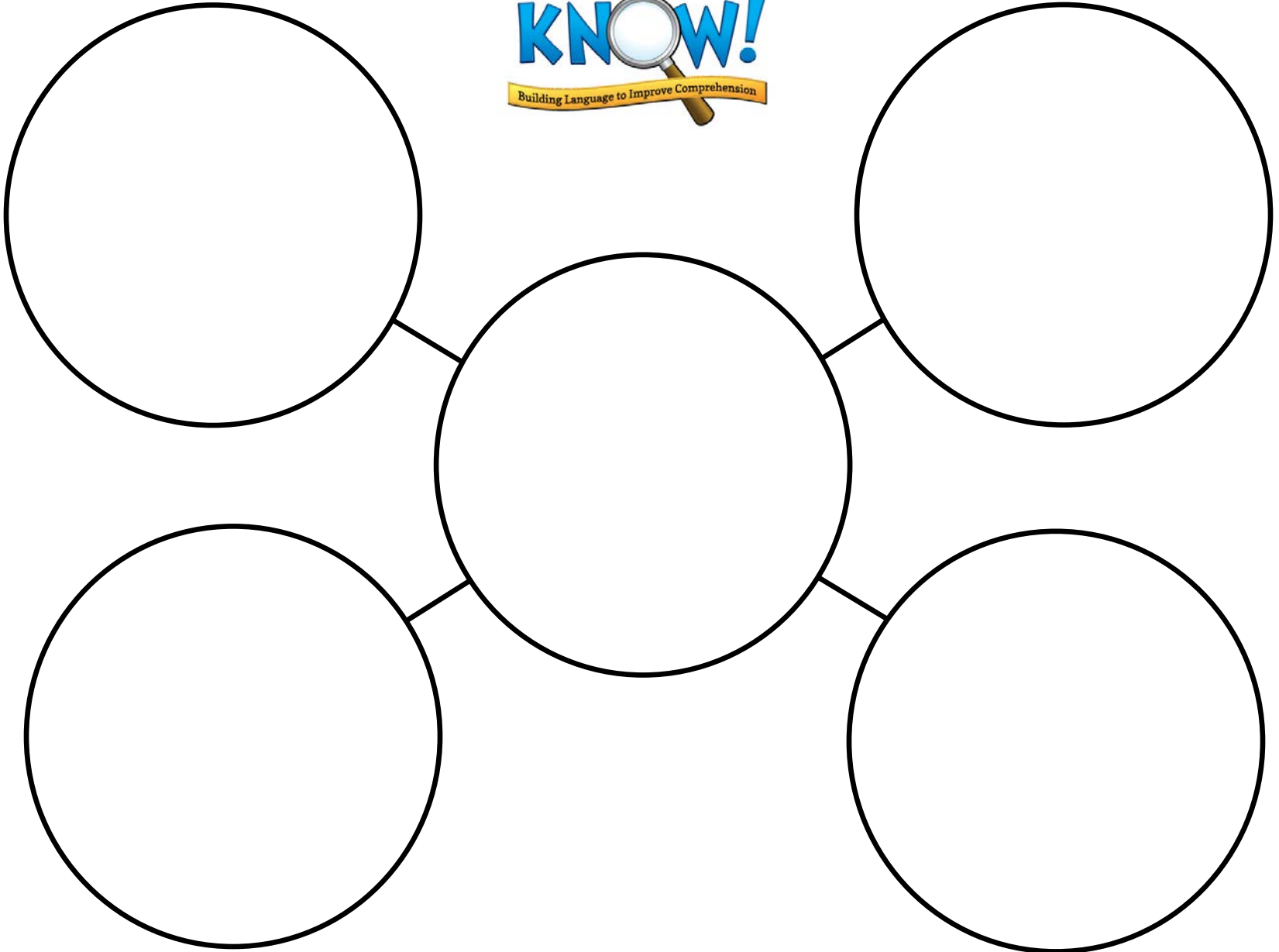
ISBN-13: 978-0375866432

Cowgirl Kate and Cocoa

by Erica Silverman

ISBN-10: 0152056602

ISBN-13: 978-0152056605





Unit Vocabulary

Fiction – Grade 2

Multi-

More than two



Authority

The right to do something or tell other people what to do



Expert

Someone who knows more than most people about something



Extraordinary

Very unusual or extra special



Disgust

Strong dislike because something is sickening



Isolation

Separation from other people



Identify

To find out or show what something is



Dock

A space to park your boat or truck



Multi-





Vocabulary Picture Card

Fiction – Word 1 – Multi-

Multi-
More than two

Authority





Authority

The right to do something
or tell other people what to do

Expert





Vocabulary Picture Card

Fiction – Word 3 – Expert

Expert

Someone who knows more than most people about something

Extraordinary





Vocabulary Picture Card
Fiction – Word 4 – Extraordinary

Extraordinary

Very unusual or extra special

Disgust





Vocabulary Picture Card

Fiction – Word 5 – Disgust

Disgust

Strong dislike because
something is sickening

Isolation





Vocabulary Picture Card

Fiction – Word 6 – Isolation

Isolation

Separation from other people

Identify





Vocabulary Picture Card

Fiction – Word 7 – Identify

Identify

To find out or show
what something is

Dock





Vocabulary Picture Card

Fiction – Word 8 – Dock

Dock

A space to park your
boat or truck

Francis lived in a multi-story apartment complex located in the city. She lived on the fourth floor.

My mother gave our babysitter the authority to decide when we should go to bed. She let us stay up until 8:30 when our favorite show was over.

Allison thinks that her brother is a soccer expert. He knows everything about soccer.

I made an extraordinary effort to keep my room clean while my grandmother stayed with us. Since she shared my room, I wanted it to look nice for her.



WRAP Set 1 – Lesson 5

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

My family is multigenerational. At our family reunion we had my grandparents, parents, and me.

Our principal sets the rules for our whole school. He is our main authority.

My doctor is an expert on disease. When you are sick he knows what to do.

Jason made an extraordinary effort to make new students at school feel welcome. He gave up his recess time to show them around our school.



WRAP Set 2 – Lesson 8

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

My father likes to eat multigrain cereal. It has oats, wheat and barley grains in it.

We went on a field trip to the science museum. When we were there, we watched a video by the biggest authority on space rocks. She is a space rock expert.

When I grow up I want to be an expert on whales. I want to know more about whales than anyone else in the world.

The honor roll at school is for students with extraordinary achievement. To be on the honor roll you must have excellent grades.



WRAP Set 3 – Lesson 10

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

Alan and his friends went to the multiplex theater. They had a choice of five different movies to watch.

Generals are the highest ranking authority in the army. They can tell all other soldiers in the army what to do.

To become an expert musician, you must take many classes and practice a lot.

I was amazed by the picture. It was an extraordinary picture of a sunset.



WRAP Set 4 – Lesson 11

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

The smell of the garbage is disgusting. It must have been days since the garbage was taken out.

Some people like to live in isolation far away from other people.

You can always identify whether a bug is a spider by counting its legs. All spiders have eight legs.

Chris bought a new boat. She needed a place to park it at the lake, so she rented a dock space.



WRAP Set 5 – Lesson 14

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

Deb shook her head in disgust when I described the fight. There is never any reason to fight.

We spent our vacation in isolation. Our cabin was in the forest far away from any town.

Roxanne was able to identify her dog at the kennel. He had a very unusual white spot on his face.

The tanker truck parked at the loading dock to fill up with milk. After it was full, it left the dock to go to the milk processing plant.



WRAP Set 6 – Lesson 16

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

“I never want to see that show again,” I said in disgust. It was sickening.

The fishermen are at sea for months at a time. They are isolated from their families and other people.

The police wanted to identify the person who committed the crime. They took fingerprints.

The United States Navy has docks all over the world. They park their ships to load equipment and supplies before they go on missions.



WRAP Set 7 – Lesson 18

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

Tom thought the greasy food looked disgusting. He was trying to eat healthy foods.

If astronauts went to Mars, they would live in isolation. They would be separated from most other people.

When we dressed up for our school play, I could still identify my friend by her voice, even though her mask covered her face.

My friend and I like to fish from the boat dock. We stand on the boards and throw our lines into the water.



WRAP Set 8 – Lesson 20

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.