



# FICTION

## Grade 2

# LARRC

Language and Reading Research Consortium

ASU • FSU • KU • LU • MGH IHP • OSU • UNL

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# UNIT VOCABULARY



## 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



Grade 2 | **FICTION**

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## Extraordinary

Very unusual or extra special



## Disgust

Strong dislike because something is sickening



## Isolation

Separation from other people



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- Observation Schedule
- District Calendar

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  - Comprehension Monitoring
  - Predicting
  - Rich Vocabulary Instruction
  - Inferencing
  - Retelling
  - Finding the Main Idea
  - Summarizing

## Unit Resources

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

## Identify

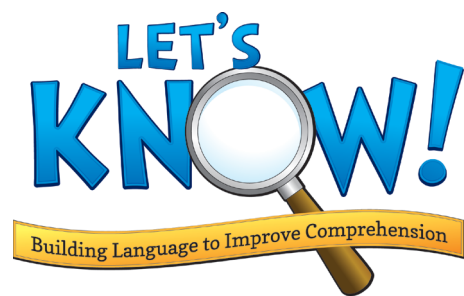
To find out or show what something is



## Dock

A space to park your boat or truck





# 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!

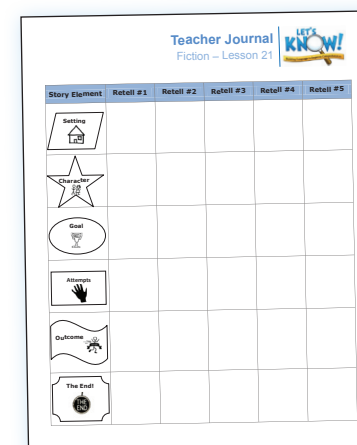
## UNIT TEXTS

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

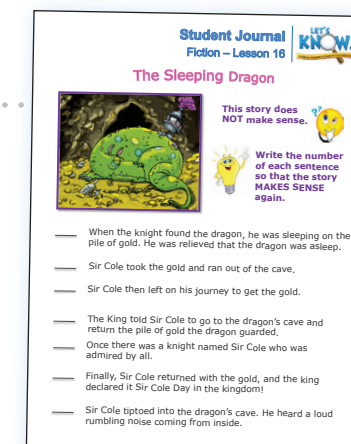
- Officer Buckle and Gloria by Peggy Rathmann
- A Bad Case of Stripes by David Shannon
- The Raft by Jim LaMarche

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

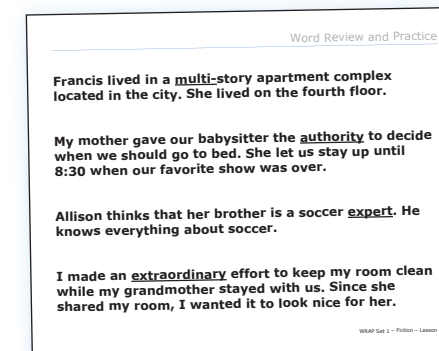
## UNIT MATERIALS



Teacher Journal\*



Student Journal



WRAP sets



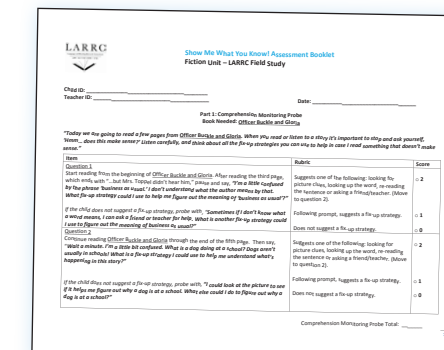
Comprehension Monitoring Icons



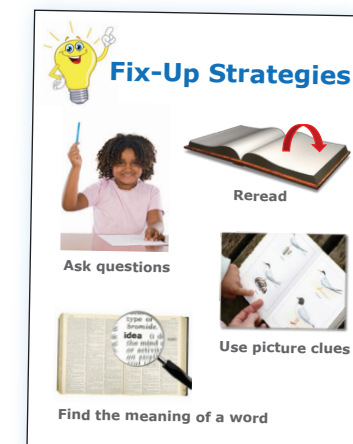
Vocabulary Picture Cards

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 6	Words to Know Practice
	Lesson 7	Integration
	Lesson 8	Integration Practice
Week 3	Lesson 9	Read to Me
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Week 6	Lesson 21	Integration Practice
		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
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- District Calendar



## Teacher Resources

- Professional Development Notes
- Teaching Techniques
  - Rich Discussion
  - Comprehension Monitoring
  - Predicting
  - Rich Vocabulary Instruction
  - Inferencing
  - Retelling
  - Finding the Main Idea
  - Summarizing



# 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:**

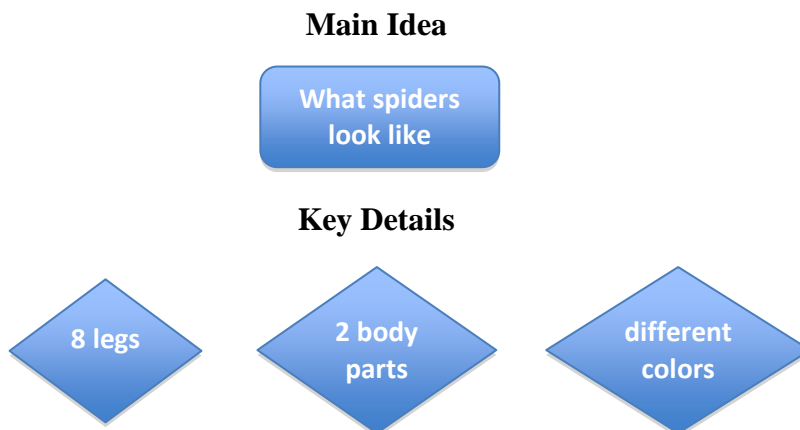
- 6) Remind students of the importance of finding the main idea and emphasize how repeated words (and phrases) in texts can help them find the main idea.

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.



## WEEKLY LESSON PLANNER

### FICTION

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

### Materials

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



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 2	FICTION DESCRIPTION	HOOK LESSON 1
<p><b>SHOW ME WHAT YOU KNOW!</b> 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><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Use adjectives to write a rich description of a <i>character</i> and <i>setting</i> for a familiar story.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Selected by teacher</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Interactive whiteboard, document camera, or chart paper</li> <li>Lined paper (1 per student)</li> <li>Familiar narrative texts</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #1</li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> 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 stories your students have often read or heard.</li> <li>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.</li> <li>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.</li> </ul>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          "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 with rich descriptions."</p>	
<p><b>I Do</b></p>	<p><b>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.</b></p> <p><b>Point out rich descriptions in a narrative retelling of 'The Three Little Pigs' (or another story of your choosing). You could say:</b>          "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 or listen to 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.  <b>(read excerpts from a book version of 'The Three Little Pigs' or tell parts of the story, pointing out the adjectives used)</b></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><b>Display page 2 of the teacher journal. You could say:</b> “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"><li>• First, write the title of the book and the <i>character</i>.</li><li>• Second, list the adjectives or descriptive words the author used to describe the <i>character</i>.</li><li>• 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.</li><li>• Last, write the same sentence without the adjectives. Decide which you would prefer as a reader.”</li></ul> <p><b>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.</b></p>
CLOSE	<p><b>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.</b></p> <p><b>You could say:</b> “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
<b>SHOW ME WHAT YOU KNOW!</b> You will select an episode from a story and summarize the episode, emphasizing rich descriptions of the <i>setting</i> and <i>characters</i> .		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Identify when text contains information that does not make sense (unknown words, incongruous information) and apply fix-up strategies.</li> <li>Participate in collaborative conversations about topics within text.</li> </ul>		
<b>TEACHING TECHNIQUES:</b> <ul style="list-style-type: none"> <li>Comprehension Monitoring</li> <li>Rich Discussion</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Officer Buckle and Gloria</u> by Peggy Rathmann</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Talking Chips</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Interactive whiteboard or document camera</li> <li>Tokens (talking chips)</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Comprehension Monitoring Icons (optional)</li> <li>Fix-Up Strategies Poster</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>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.</li> <li>Cut out and laminate the Comprehension Monitoring Icons. Use of the icons is optional; you may prefer that students raise a hand or give a thumbs-down signal to indicate when they don't understand something in the text.</li> <li>Hang the Fix-Up Strategies Poster in your classroom; you will refer students to it as you read.</li> </ul> </li> <li>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.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<b>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.</b>  <b>You could say:</b> "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."	
<b>I DO</b>	<b>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.</b>  <b>You could say:</b> "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><b>Read through the page where Officer Buckle is being videotaped, and stop. You could say:</b>          “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><b>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.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>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.</b></p> <p><b>You could use one or more of the following questions to promote rich discussion:</b></p> <ol style="list-style-type: none"> <li>1) Why is Gloria an important part of the story?</li> <li>2) Why do you think Officer Buckle was so upset after he saw the videotape on the evening news?</li> <li>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?</li> <li>4) Think about something that you did by yourself. What would happen if Gloria was there with you?</li> </ol>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          “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
<b>SHOW ME WHAT YOU KNOW!</b> You will select an episode from a story and summarize the episode, emphasizing rich descriptions of the <i>setting</i> and <i>characters</i> .		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Define target vocabulary words: <b>authority, expert, extraordinary, and multi-</b>.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Officer Buckle and Gloria</u> by Peggy Rathmann</li> <li><u>A Bad Case of Stripes</u> by David Shannon</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard</li> <li>Sticky notes</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>multi-, authority, expert, extraordinary</b></li> <li>Teacher Journal Lesson #3</li> <li>Student Journal Lesson #3</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>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.</b></p> <p><b>You could say:</b>  "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. <b>(say each word to know slowly) Authority... expert... extraordinary... multi-...</b> An extensive vocabulary helps us understand what we hear and read and makes our writing more interesting."</p>	
<b>I DO</b>	<p><b>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.</b></p> <p><b>Introduce each Word to Know. You could say:</b>  "Our first word today is <b>authority</b>. <b>Authority</b> 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 <b>authority</b> on school safety; as a police officer, he had the right to tell kids how to stay safe. Parents have the <b>authority</b> to set rules for their children. The teacher is the <b>authority</b> in the classroom. Who's the <b>authority</b> in our school? The principal! <b>(show students the Vocabulary Picture Card for authority)</b></p>	

	<p><b>(expert)</b>          “The next word is <b>expert</b>. An <b>expert</b> is ‘someone who knows more than most people about something.’ We could say that Officer Buckle was an <b>expert</b>, because on the first page it says, ‘Officer Buckle knew more safety tips than anyone else in Napville.’ On TV news shows, there are <b>experts</b> who comment on something that’s in the news; they know a lot about the topic. In the Olympics, you see <b>expert</b> athletes. <b>(show students the Vocabulary Picture Card for expert)</b></p> <p><b>(extraordinary)</b>          “Our third word is <b>extraordinary</b>. Something is <b>extraordinary</b> if it is ‘very unusual or extra special.’ I think that Gloria was <b>extraordinary</b> because she could do a lot of special tricks. Superheroes are <b>extraordinary</b> because they perform feats that no one else can do. When you are very, very hungry, you might say you have <b>extraordinary</b> hunger. <b>(show students the picture card for extraordinary)</b></p> <p><b>(multi-)</b>          “The last word for today is not a complete word, but part of a word called a <i>prefix</i>. The prefix is <b>multi-</b>. <b>Multi</b> means ‘more than two.’ The next book we will read for this unit, <u>A Bad Case of Stripes</u> <b>(hold up book to show cover)</b>, is about a girl who ends up having <b>multi</b>-colored skin, skin that has more than two colors. A <b>multiplex</b> has more than two theatres. A <b>multipurpose</b> room has many uses. In <b>multiplication</b>, you combine many sets of numbers.”<b>(show students the picture card for multi-)</b></p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Display Teacher Journal Lesson #3 using a document camera or interactive whiteboard, and distribute copies of Student Journal Lesson #3. You could say:</b></p> <ol style="list-style-type: none"> <li>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.’ <b>(allow students to respond)</b> Right, <i>expert</i>.</li> <li>2) Say the word <b>expert</b>.</li> <li>3) Let’s spell the word <b>expert</b> as we write it on the line beside <i>Word</i>.</li> <li>4) Look at the definition of the word <b>expert</b> and read it with me...”</li> </ol> <p><b>Repeat steps 1-4 with the words extraordinary, authority, and multi-</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          “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"> <li>1) The first word is <b>authority</b>. Think of a sentence using the word <b>authority</b>. <b>(provide an example if students need additional support)</b></li> <li>2) Next, share your sentence with your partner. The student with [the shortest hair] should go first.</li> <li>3) Now, who wants to share their sentences?”</li> </ol> <p><b>Repeat steps 1-3 with the words expert, extraordinary, and multi-. Monitor and scaffold correct use of the words in sentences.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          “Today you learned four new Words to Know—<b>authority, expert, extraordinary, and multi-</b>. 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.

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**Word:**

**Definition:** Someone who knows more than most people about something

**Sentence:** A dentist is an \_\_\_\_\_ in treating cavities in teeth.

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**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><b>SHOW ME WHAT YOU KNOW!</b> 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><b>TEACHING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Familiarize yourself with the SMWYK assessment.</li> <li>• Briefly describe the Close project; show an example, if possible.</li> </ul>		
<p><b>TEACHING TECHNIQUES:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>• <u>Officer Buckle and Gloria</u> by Peggy Rathmann</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Individual Testing</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• None recommended</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• SMWYK Practice Instructions</li> <li>• SMWYK Testing Booklets (2)</li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></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"> <li>• <b>Before the lesson...</b> <ul style="list-style-type: none"> <li>○ Look over the SMWYK materials, view the SMWYK training module, and review instructions for the Close project in Lesson 24.</li> <li>○ If possible, prepare an example of the Close project to showcase when you describe the Close project.</li> </ul> </li> <li>• 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.</li> </ul>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          "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><b>I Do/ WE DO/ YOU DO</b></p>	<p><b>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.</b></p> <p><b>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.</b></p>	
<p><b>CLOSE</b></p>	<p><b>After administering the assessments, create enthusiasm among students by describing the Close project and, if possible, sharing an example.</b></p> <p><b>You could say:</b>          "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
<b>Lesson Type</b>	<b>Words to Know</b>	<b>Words to Know Practice</b>	<b>Integration</b>	<b>Integration Practice</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Identify and describe semantic relationships among words to know and other related words.</li> </ul>	<ul style="list-style-type: none"> <li>To use target vocabulary words correctly in spoken or dictated stories: <b>authority, expert, extraordinary, multi-</b>.</li> </ul>	<ul style="list-style-type: none"> <li>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>).</li> </ul>	<ul style="list-style-type: none"> <li>Retell a narrative that includes the main <i>character, setting</i>, and two or more embedded complete episodes (<i>goals, attempts to reach goals, and outcome</i>).</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li><b>Officer Buckle and Gloria</b> by Peggy Rathmann</li> </ul>	<ul style="list-style-type: none"> <li><b>Officer Buckle and Gloria</b> by Peggy Rathmann</li> </ul>	<ul style="list-style-type: none"> <li><b>Officer Buckle and Gloria</b> by Peggy Rathmann</li> </ul>

### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Document camera or chart paper </li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>	<ul style="list-style-type: none"> <li>Document camera or chart paper </li> </ul>	<ul style="list-style-type: none"> <li>Bags or paper clips</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>multi-, authority, expert, extraordinary</b></li> <li>Teacher Journal Lesson #5 (print or digital)  </li> <li>Student Journal from Lesson #3</li> <li>Word web (optional)</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #1</li> <li>Vocabulary Picture Cards: <b>multi-, authority, expert, extraordinary</b></li> <li>Teacher Journal Lesson #6</li> <li>Situation cards for Lesson #6  </li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #2</li> <li>Vocabulary Picture Cards: <b>multi-, authority, expert, extraordinary</b></li> <li>Teacher Journal Lesson #7</li> <li>Story element shapes for Lesson #7 </li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #3</li> <li>Vocabulary Picture Cards: <b>multi-, authority, expert, extraordinary</b></li> <li>Teacher Journal Lesson #8</li> <li><i>Character</i> cards for Lesson #8  </li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 2	FICTION DESCRIPTION	WORDS TO KNOW LESSON 5
<p><b>SHOW ME WHAT YOU KNOW!</b> 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><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Identify and describe semantic relationships among words to know and other related words.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Document camera or chart paper</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>multi-, authority, expert, extraordinary</b></li> <li>Teacher Journal Lesson #5 (print or digital)</li> <li>Student Journal from Lesson #3</li> <li>Word web (optional)</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>If you made one, you could display the vocabulary poster from Lesson 3 as a visual reference.</li> <li>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.</li> </ul> </li> <li>Students will need Student Journal Lesson #3 for the We Do and You Do routines.</li> <li><b>WORDS TO KNOW</b> <ul style="list-style-type: none"> <li><b>multi-:</b> more than two</li> <li><b>authority:</b> the right to do something or tell other people what to do</li> <li><b>expert:</b> someone who knows more than most people about something</li> <li><b>extraordinary:</b> very unusual or extra special</li> </ul> </li> <li><b>SUGGESTED RELATED WORDS</b> <ul style="list-style-type: none"> <li><b>multi-:</b> <i>many, much, uni-</i> (one) <i>bi-</i> (two)</li> <li><b>authority:</b> <i>power, command, expert</i></li> <li><b>expert:</b> <i>specialist, skilled, gifted;</i> (opposite) <i>amateur</i></li> <li><b>extraordinary:</b> <i>amazing, exceptional, outstanding;</i> (opposite) <i>normal</i></li> </ul> </li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          "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 <b>authority, expert, extraordinary</b>, and the prefix <b>multi-</b>. 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><b>I DO</b></p>	<p><b>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.</b></p> <p><b>Display the teacher journal or a blank word web. You could say:</b>          "We want to find a word that is related to <b>authority</b>. 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 <b>authority</b>, a police officer, and he had the <b>authority</b> to share safety tips with students."</p>	

	<p>“The word <i>power</i> is related to the word <b>authority</b>. An <b>authority</b> 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 <b>authority</b> and <i>power</i> are related words. I will write the word <b>authority</b> in the center circle of the word web and write <i>power</i> in an outer circle. Officer Buckle was an <b>expert</b> in safety tips. <b>Expert</b> is also related in meaning to <b>authority</b>, so I will write the word <b>expert</b> on an outer circle. As we continue with this lesson, we will continue to think about how words are related.”</p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Have students take out their student journals from Lesson 3. You could say:</b>  “Let’s read the first word and definition together. What are some other words that are related to the word <b>authority</b>? Turn to your partner and discuss words that could be related to <b>authority</b>. Let’s discuss how each is related to <b>authority</b>. I’ll write the related words on the word web.</p> <p><b>(expert)</b>  “Our next word is <b>expert</b>. Let’s say it and read the definition. People who are <b>experts</b> know a great deal about a certain topic, they are <i>specialists</i> in that area. A dentist is an <b>expert</b>, 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 <b>expert</b> 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 <b>expert</b>? Turn to your partner, and then let’s discuss your words.</p> <p><b>(extraordinary)</b>  “Let’s read the word <b>extraordinary</b> and the definition. Gloria was an <b>extraordinary</b> 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 <b>extraordinary</b> 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 <b>extraordinary</b>? Talk with your partner, and then we’ll discuss your related words.</p> <p><b>(multi-)</b>  “Our fourth word today is the prefix <b>multi-</b>. Read the prefix and the definition with me. One word that is similar in meaning to <b>multi-</b> is the word <i>many</i>. I will write the prefix <b>multi-</b> in the center circle and the word <i>many</i> in a connecting circle. A plaid shirt is <b>multi</b>-striped and <b>multi</b>-colored. A plaid shirt has <i>many</i> colors. Can you think of other words that begin with the prefix <b>multi-</b>? Turn to your partner and then we’ll discuss what you found.”</p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  “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><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  “Today you expanded your knowledge of our Words to Know! Let’s review the words one more time.  1) Which word is like <b>authority</b>... <i>Ruler</i> or <i>follower</i>? (<b>ruler</b>)  2) Which word is like <b>expert</b>... <i>Specialist</i> or <i>amateur</i>? (<b>specialist</b>)  3) Which word is like <b>extraordinary</b>... <i>Unusual</i> or <i>normal</i>? (<b>unusual</b>)  4) Which word is like the prefix <b>multi-</b>... <i>Many</i> or <i>one</i>? (<b>many</b>)</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>



**authority**

**power**

**expert**

**command**

# Teacher Journal

Fiction – Lesson 5



**multi-**

**many**

**bi-(two)**

**much**

**uni-**



**expert**

**specialist**

**skilled**

**gifted**

**amateur**



**extraordinary**

**amazing**

**outstanding**

**exceptional**

**normal**

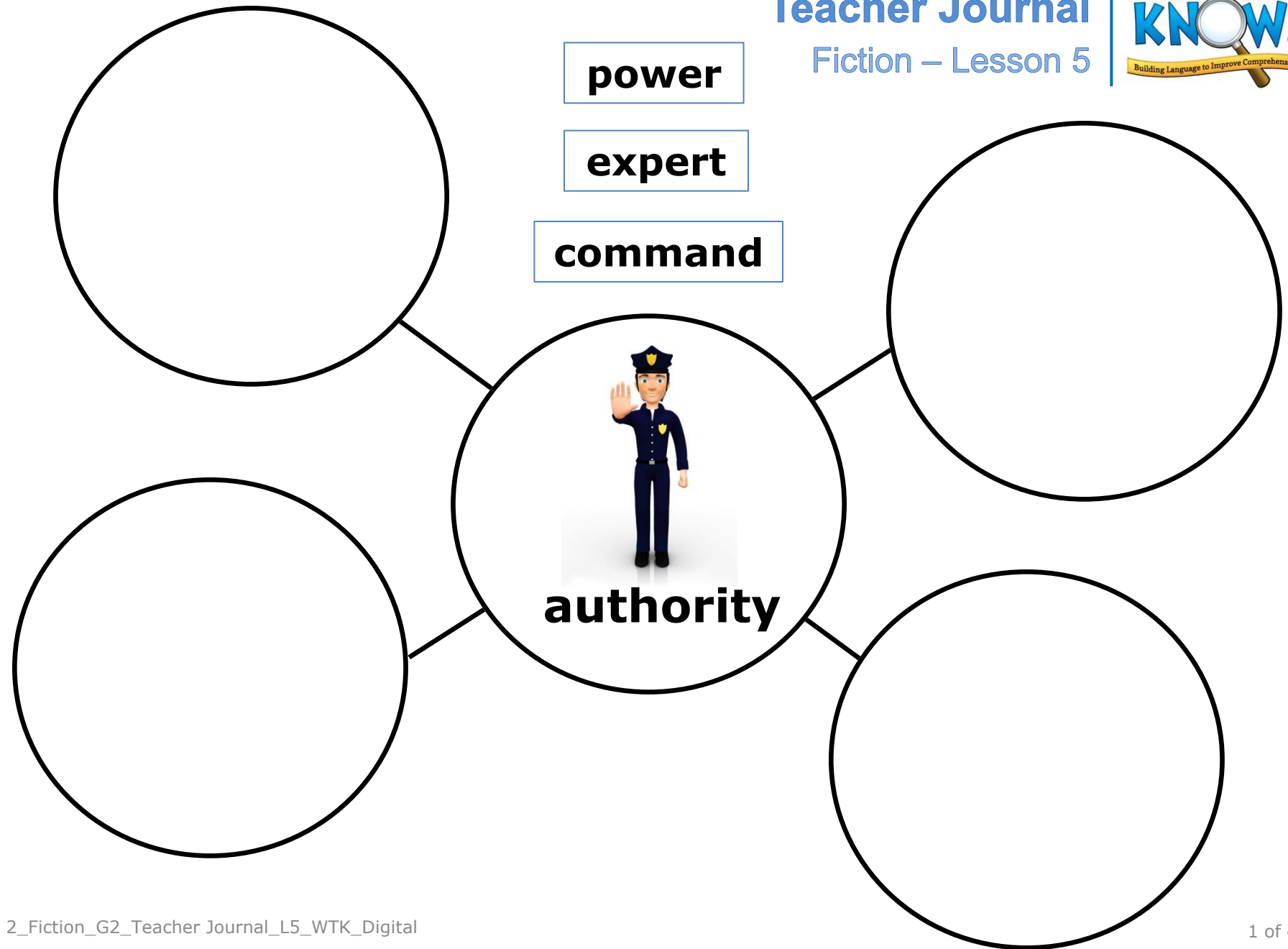
**power**

**expert**

**command**



**authority**



**specialist**

**skilled**

**expert**

**amateur**

**gifted**



**amazing**

**exceptional**

**extraordinary**

**normal**

**outstanding**





**multi-**

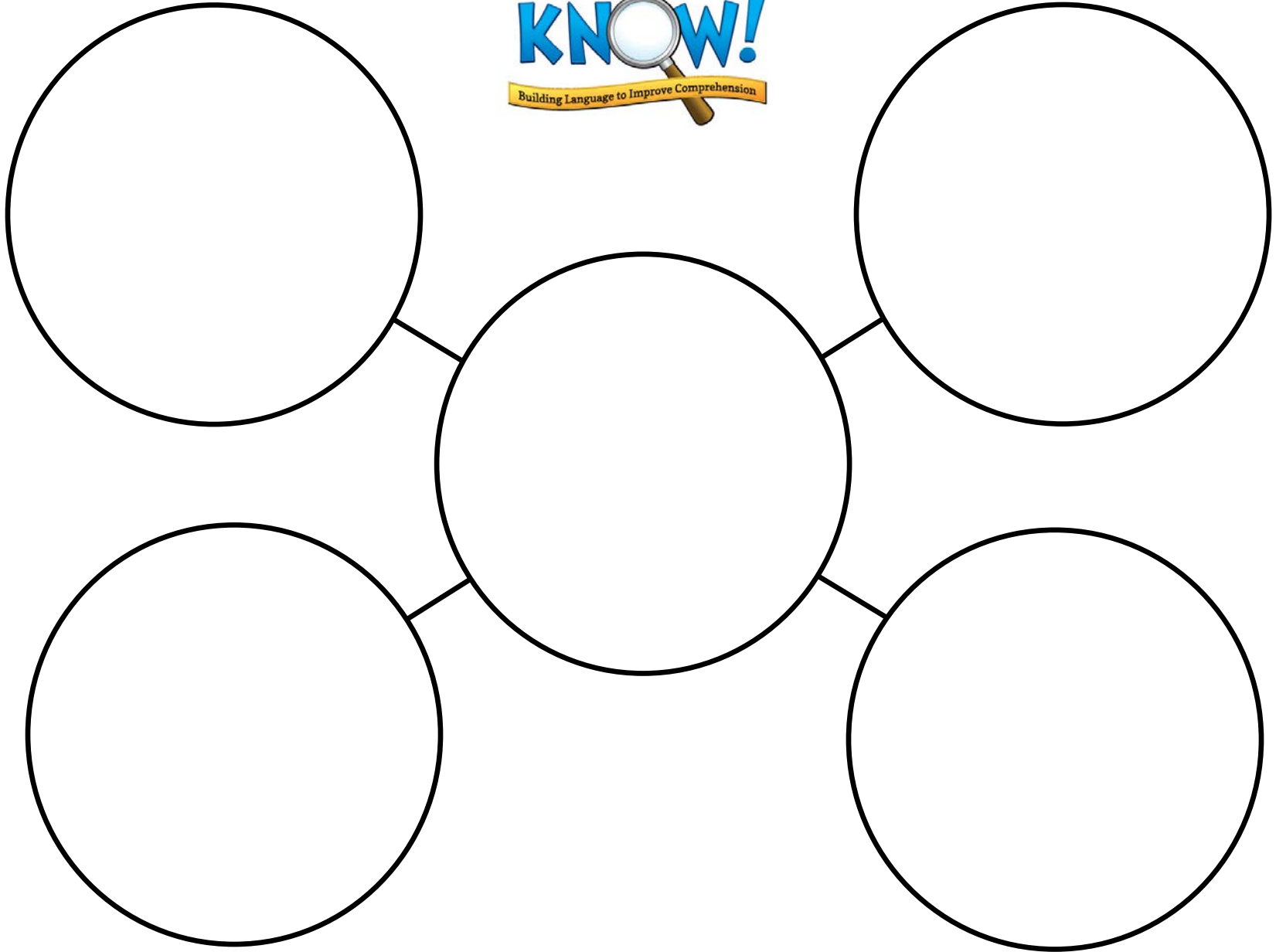
**much**

**bi-(two)**

**many**

**uni-**





LET'S KNOW! GRADE 2	FICTION DESCRIPTION	WORDS TO KNOW PRACTICE LESSON 6
<p><b>SHOW ME WHAT YOU KNOW!</b> 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><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Use target vocabulary words correctly in spoken or dictated stories: <b>authority, expert, extraordinary, multi-</b>.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li><u>Officer Buckle and Gloria</u> by Peggy Rathmann</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>None recommended</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>WRAP set #1</li> <li>Vocabulary Picture Cards: <b>multi-, authority, expert, extraordinary</b></li> <li>Teacher Journal Lesson #6</li> <li>Situation cards for Lesson #6</li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b>You could precut the situation cards for Lesson #6 to save time. You may want to change some of the situations or write other situations.</li> <li>Display Teacher Journal Lesson #6 for reference during the lesson.</li> </ul>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p>SET</p>	<div style="border: 1px dashed gray; padding: 5px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET # 1: MULTI-, AUTHORITY, EXPERT, EXTRAORDINARY</b></p> </div> <p><b>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.</b></p> <p><b>You could say:</b>          "Today we're going to practice using our Words to Know in different situations to help you learn them really well. Often the situation where you hear the word can help you figure out what it means. For example, if you didn't know what the word <i>extinguish</i> meant, but a candle at home was melting all over the table and your mom might ask you to <i>extinguish</i> the flame, I'll bet you would figure out what <i>extinguish</i> meant because of the situation. When we learn new words and can use them in different situations, it strengthens our understanding of the words. Knowing lots of words helps us understand what we hear and read."</p>	
<p>I DO</p>	<p><b>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.</b></p> <p><b>Explain how to use the situation cards for Lesson #6. You could say:</b>          "I have a pile of situation cards. Each situation card has at least one of our vocabulary words and a sentence describing a situation. You and a partner will work together to act out the situation. You must say the vocabulary word while you are acting. Since you are acting, you can change your voice to make it sound like a specific character or to show a certain feeling. Let me demonstrate one. <b>(invite student to help you demonstrate a situation)</b> [Student X], will you be my partner and play my little sister? Our card says, 'My mother gave me the <b>authority</b> to put my baby sister to bed when she got tired. I put her to bed when she started to fall asleep during her favorite TV show.' Let's pretend that I'm the big sister and you're the baby sister..."</p> <p>BIG SISTER: You are falling asleep.          LITTLE SISTER: No, I'm not, I want to stay up.          BIG SISTER: Mom gave me the <b>authority</b> to put you to bed.          LITTLE SISTER: You're not my boss.          BIG SISTER: I am because Mom gave me the <b>authority</b>. Time for bed.</p>	

	<p>“Remember that <b>authority</b> means the right to do something or tell other people what to do. We used the word <b>authority</b> in our scene. Thank you, [Student X].</p> <p>“[Student Y], will you perform another scene with me? Our card says, ‘The doctor told your mom to eat healthier. Now she has to eat <b>multigrain</b> cereal every morning.’ Let’s pretend that I’m the doctor and you’re the mother.</p> <p>DOCTOR: You need to eat more <b>multigrain</b> cereal every day.  MOM: Why?  DOCTOR: Because there is better nutrition in <b>multigrain</b> cereals. It has lots of different grains in one cereal. That makes it healthy.  MOM: I don’t really like how <b>multigrain</b> cereal tastes.  DOCTOR: Well you should try several until you find a <b>multigrain</b> cereal you like.</p> <p>“Remember <b>multi-</b> is a prefix that means ‘more than two.’ Did you hear how many times we used <b>multi-</b> in our scene? Did you understand that the doctor was talking about cereals that have more than two grains when she called it <b>multigrain</b>?”</p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  “Let’s do two more together. Here is our next situation. Our card says... <b>(read situation card #6)</b>  I will act out this scene with [Student Z].</p> <p>ME: I’m so excited you picked my painting.  TEACHER: I picked it because it’s so <b>extraordinary</b>.  ME: What’s <b>extraordinary</b> about it?  TEACHER: You created <b>extraordinary</b> colors. I’ve never seen them in another painting.</p> <p>“Remember <b>extraordinary</b> means ‘very unusual or extra special.’ Now turn to your partner, and I want to hear the two of you act out this situation using our word <b>extraordinary</b>.” <b>(have students act out same situation)</b> I like how I heard you use the word <b>extraordinary</b> in your scenes. Here is our next one...”</p> <p><b>Have students continue to practice with partners and report to the large group until they are ready for independent practice.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Divide students into pairs and distribute the situation cards. You could say:</b>  “Each pair should have a situation card. When I [ring the bell], you and your partner read the situation card and discuss how you are going to perform that scene. Then act out the scene making sure that you say the Word to Know when you are acting. Once you and your partner are finished with that situation card, bring it up to the front and you can trade for a new situation card. I’ll be coming around to listen to your scenes and your use of our words.”</p> <p><b>Have students act out the situation cards in pairs for the remainder of the lesson. Circulate the room to provide support.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  “I saw so many great performances while you were practicing our words. Let’s have a couple of groups come up and perform their favorite situation card. As they perform, listen for the Word to Know and see if they use it in the correct way. <b>(ask a couple pairs to volunteer)</b> When you are talking to your family or friends, see if you can use one of our words in your discussion. That is a great way to learn new words.”</p>



**Word: authority**

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

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



**Word: expert**

**Definition:** Someone who knows more than most people about something

**Sentence:** A dentist is an **expert** in treating cavities in teeth.

**Word: extraordinary**

**Definition:** Very unusual or extra special

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



**Word: multi-**

**Definition:** A prefix that means more than two

**Sentence:** A rainbow is **multi**-colored.



<p>Situation Card #1</p> <p>The doctor told your mom to eat healthier. Now she has to eat <b>multigrain</b> cereal every morning.</p>	<p>Situation Card #2</p> <p>You and your friends are going to the <b>multiplex</b>. The <b>multiplex</b> has five different movies playing at the same time. Which one will you choose?</p>
<p>Situation Card #3</p> <p>The principal has the <b>authority</b> to make new rules for the school. She is going to decide on the new rules and then tell the students at an assembly.</p>	<p>Situation Card #4</p> <p>My mother gave me the <b>authority</b> to put my baby sister to bed when she got tired. I put her to bed when she started to fall asleep during her favorite TV show.</p>
<p>Situation Card #5</p> <p>My dad is an <b>expert</b> at football; he used to play for the Chiefs. Now he is coaching our Pop Warner team.</p>	<p>Situation Card #6</p> <p>The art teacher chose the most <b>extraordinary</b> painting for the display. She picked my painting because it was unusual.</p>
<p>Situation Card #7</p> <p>My pet parrot is very <b>extraordinary</b>. It can say about 100 words and can pretend that it is asleep.</p>	<p>Situation Card #8</p> <p>My aunt is an <b>expert</b> in computers. She knows all about computers because she is an engineer who builds computers.</p>

<p>Situation Card #9</p> <p>As a senator, you have the <b>authority</b> to pass laws. Tell about an important law you will try to pass and why.</p>	<p>Situation Card #10</p> <p>Your friend says you don't have the <b>authority</b> to referee the soccer game. Discuss this with your friend.</p>
<p>Situation Card #11</p> <p>You are an <b>expert</b> at drawing cartoons. Share your <b>expertise</b> by telling a friend how to draw.</p>	<p>Situation Card #12</p> <p>Ask your friend to go with you to the zoo to hear the <b>experts</b> talk about the zoo animals.</p>
<p>Situation Card #13</p> <p>You've never seen such an <b>extraordinary</b> dog. Ask the pet owner what makes her dog so <b>extraordinary</b>.</p>	<p>Situation Card #14</p> <p>You explain to a kindergartener why they call it the <b>multipurpose</b> room.</p>
<p>Situation Card #15</p> <p>You have a <b>multigenerational</b> Thanksgiving celebration every year. Explain why it's fun.</p>	<p>Situation Card #16</p> <p>You didn't get to go to the baseball game because of some <b>extraordinary</b> circumstances. Explain what happened.</p>

LET'S KNOW! GRADE 2	FICTION DESCRIPTION	INTEGRATION LESSON 7
<b>SHOW ME WHAT YOU KNOW!</b> You will select an episode from a story and summarize the episode, emphasizing rich descriptions of the <i>setting</i> and <i>characters</i> .		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>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>).</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Retelling</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Officer Buckle and Gloria</u> by Peggy Rathmann</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Document camera or chart paper</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>WRAP set #2</li> <li>Vocabulary Picture Cards: <b>multi-, authority, expert, extraordinary</b></li> <li>Teacher Journal Lesson #7</li> <li>Story element shapes for Lesson #7</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> To save time, cut (or have students cut) the story element shapes for Lesson #7 and bag or clip them together.</li> <li>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.</li> <li>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.</li> <li>You could pair students so students who struggle with retelling are with students who can support them.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<div style="border: 1px dashed gray; padding: 5px; text-align: center; margin-bottom: 10px;"> <b>START THE LESSON WITH WRAP SET #2: MULTI-, AUTHORITY, EXPERT, EXTRAORDINARY</b> </div> <p><b>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.</b></p> <p><b>You could say:</b>          "Do you think that one of your friends is a good storyteller? What makes them so good? Good storytellers 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>	
<b>I Do</b>	<p><b>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.</b></p> <p><b>You could say:</b>          "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... <b>(point to story elements during the retelling)</b></p> <p style="padding-left: 40px;">"There was a police officer <b>(point to character)</b> called Officer Buckle who lived in Napville. <b>(setting)</b> He was an <b>expert</b> about safety tips. He wanted to share safety tips with students. <b>(goal)</b> Usually when he talked to the students at school assemblies, <b>(attempt)</b> the students were bored and fell asleep..."</p>	

“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...

‘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 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*.”

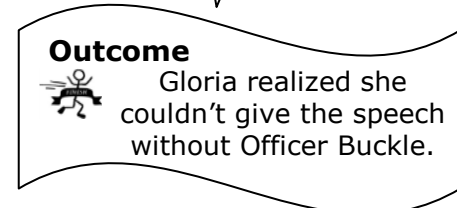
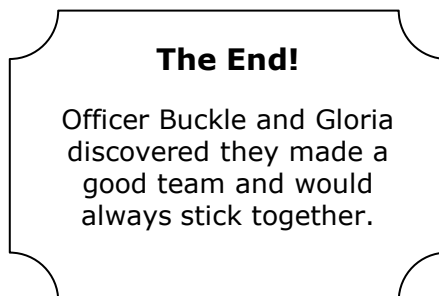
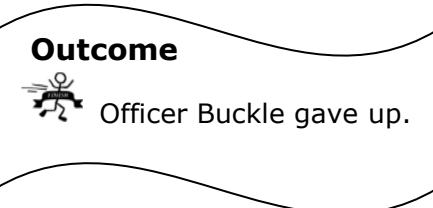
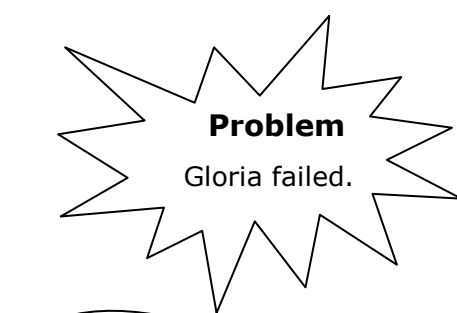
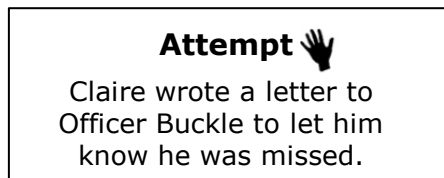
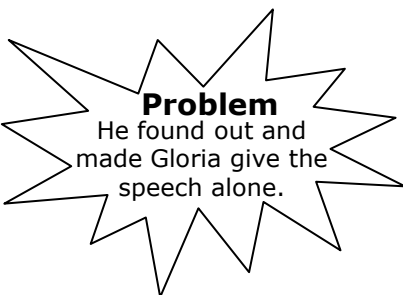
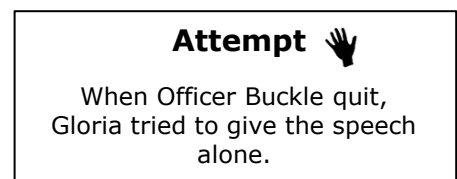
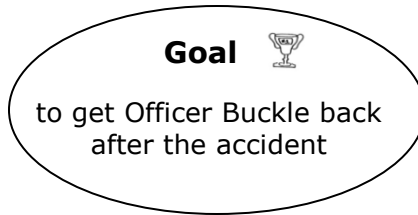
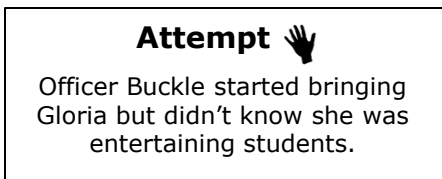
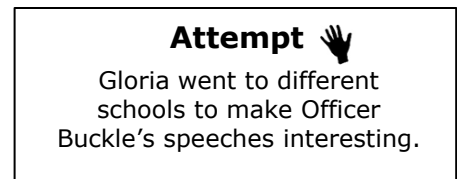
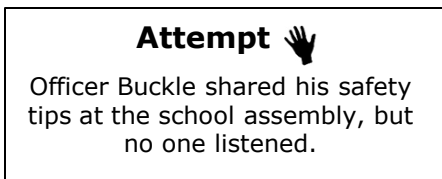
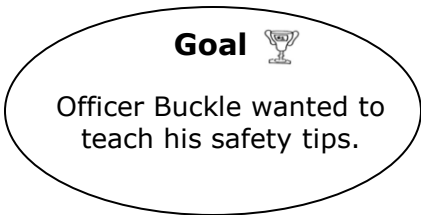
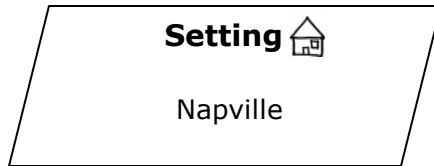
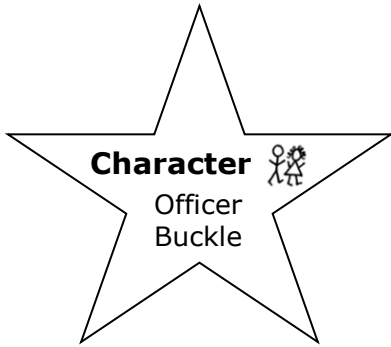
**Monitor and support students as they continue the retell.**

“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.**



<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          “Now it’s your turn. With a partner, retell the whole story of <u>Officer Buckle and Gloria</u>. 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.”  <b>Allow plenty of time for both students to retell the story using their story element shapes.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          “Today you practiced retelling by including all of the story elements. Help me name the story elements <b>(encourage students to respond until all are named)</b> Yes, we discussed <i>setting, characters, goals, attempts, outcome, and end!</i> 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.”</p>



# Story Element Shapes

## Fiction – Lesson 7



### 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	INTEGRATION PRACTICE LESSON 8
<p><b>SHOW ME WHAT YOU KNOW!</b> 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><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>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 to reach goals</i>, and <i>outcome</i>).</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Retelling</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li><u>Officer Buckle and Gloria</u> by Peggy Rathmann</li> </ul> <p><b>TALK STRUCTURES FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> <li>Small Groups</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Bags or paper clips</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>WRAP set #3</li> <li>Vocabulary Picture Cards: <b>multi-, authority, expert, extraordinary</b></li> <li>Teacher Journal Lesson #8</li> <li><i>Character</i> cards for Lesson #8</li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Precut the character cards and group them with the corresponding episode card using paper clips or bags. Episode 1: Officer, Gloria, narrator, children; Episode 2: Officer, Gloria, narrator, children; Episode 3: Officer, Gloria, narrator, Claire.</li> <li><b>During the You Do activity...</b> <ul style="list-style-type: none"> <li>Students will work in small groups of four; group them strategically so a student who struggles with retelling is paired with students who can support them.</li> <li>Display Teacher Journal Lesson #8 so students can include all the story elements in their retellings.</li> <li>Some students might benefit from having cue cards with key dialogue for the You Do activity. You could prepare these in advance for any students who need this support.</li> </ul> </li> </ul>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<div style="border: 1px dashed black; padding: 5px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #3: MULTI-, AUTHORITY, EXPERT, EXTRAORDINARY</b></p> </div> <p><b>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.</b></p> <p><b>You could say:</b>          "Have you ever gone to a play where actors are different characters? They talk like they are really that character and tell the story by what they say. Today you will perform a retelling for the story, <u>Officer Buckle and Gloria</u>. In our last lesson, we practiced retelling the story including all of the story elements. This time we're going to add <i>dialogue</i>, or the words characters say to each other. Retelling a story shows that you understood it well. It will also help you understand other stories you read and write. Acting out a story is a fun way to retell it."</p>	
<p><b>I DO</b></p>	<p><b>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.</b></p> <p><b>Display Teacher Journal Lesson #8. You could say:</b>          "We have two tools to help us act out our story today. You can use the story map we used last time to help you remember to include the important parts in the story. With these shapes, we mapped an episode in the story—the <i>character</i> and his or her <i>goal</i>, <i>attempt</i> to reach a goal, and the <i>outcome</i>. With your group you will act out an episode with all of the important parts.</p> <p>"I am going to act out the episode where Officer Buckle gives his first talk at the school. I'll be the Narrator and then Officer Buckle. You all will be the children..."</p>	

	<p>NARRATOR: <b>(hold up Narrator card)</b> <i>In Napville, there was an officer named Officer Buckle. He went to the school to talk to the kids about safety tips.</i></p> <p>OFFICER BUCKLE: <b>(hold up Officer Buckle card)</b> Children I'm very happy to teach you about safety today. <b>(point to goal)</b> This is a very important topic, and I happen to be an <b>expert</b> on it. Here is a list of safety tips I will talk about today, and I will leave a copy for your principal to post in the hallway. <b>(refer to attempt)</b></p> <p>NARRATOR: <i>But no one listened to Officer Buckle. They did not learn any safety tips. (outcome)</i></p> <p>"I acted out the first <i>goal</i> and <i>attempt</i>. Let's look at our story map. Did I include the <i>characters</i>, the <i>character's goal</i> for this episode, and the <i>attempt</i> to reach his goal?" <b>(invite students to give you feedback on the retelling)</b></p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  "Let's practice a little more. Look at Gloria's <i>goals</i> in this episode..."</p> <p><b>Act out Episode 3 from the character cards for Lesson #8. Recruit volunteers to help you with the retelling, and give them character cards. Continue to point out the story elements as you practice. You could use the sample script below.</b></p> <p>NARRATOR: <i>Officer Buckle started taking Gloria with him when he went to the schools to tell the kids about safety tips.</i></p> <p>OFFICER BUCKLE: OK, good. Gloria is sitting at attention. My first safety tip is 'Remember to tie your shoes.'</p> <p>GLORIA: (copy cats what OFFICER BUCKLE does and says)</p> <p>OFFICER BUCKLE: Gloria, are you still at attention? Good. My next tip is 'Wipe up spills.'</p> <p>CHILDREN: (sit up in their seats and pay strict attention) <b>(point out Gloria's goal)</b></p> <p>GLORIA: (does a trick to get attention) <b>(goal)</b></p> <p>OFFICER BUCKLE: Never leave a thumb tack where you could sit on it.</p> <p>GLORIA: (acts out sitting on a tack) <b>(attempt)</b></p> <p>CHILDREN: (clap and cheer wildly for OFFICER BUCKLE) <b>(outcome)</b></p> <p><b>Practice an additional episode with students until they are ready for the You Do activity.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Distribute episode and character cards to each group of four. You could say:</b>  "In your groups, practice acting out your episode of the story; remember to review what happens in your episode first. Be sure you include all of the important story elements for an episode—<i>character</i>, <i>goal</i>, <i>attempt</i>, and <i>outcome</i>. Practice with your group, and then discuss the episode to evaluate whether or not you included all of the important elements. If your group feels ready, raise your hands and I'll let you perform for the group. I will be coming around to check on the elements in your episode while you practice."</p> <p><b>You may have groups perform for the class to demonstrate their acting and retelling skills.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  "You did a great job including the important elements in your episode reenactments. Being able to act out an episode helps you understand the story better. Let's list all of the story elements: <i>setting</i>, <i>character</i>, <i>goal</i>, <i>attempt</i>, <i>outcome</i>, <i>the end</i>. When you read stories, you can check to see if you can pick out an episode and list the important elements. You can use a story map as a tool to help you do this."</p>

**Character**   
Officer Buckle


**Setting**   
Napville


**Character**   
Gloria


**Goal**   
Officer Buckle wanted to teach his safety tips.


**Character**   
Claire


**Goal**   
Gloria wanted to entertain the students.

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


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

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


**Goal**   
to get Officer Buckle back after the accident

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


**Problem**  
He found out and made Gloria give the speech alone.

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






**Problem**  
Gloria failed.

**Outcome**   
Officer Buckle gave up.

**The End!**  
Officer Buckle and Gloria discovered they made a good team and would always stick together.

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

# Character Cards – Fiction – Lesson 8 *Let's Know!*

<p><b>Episode 1:</b> Officer Buckle wanted to teach his safety tips. He shared his safety 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.</p>	<p>Officer Buckle</p> 	<p>Gloria</p> 	<p>Narrator</p> 
<p><b>Episode 2:</b> 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.</p>	<p>Officer Buckle</p> 	<p>Gloria</p> 	<p>Narrator</p> 
<p><b>Episode 3:</b> 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 Officer Buckle.</p>	<p>Officer Buckle</p> 	<p>Gloria</p> 	<p>Narrator</p> 
	<p>Students</p> 	<p>Students</p> 	<p>Claire</p> 



## WEEKLY LESSON PLANNER

### FICTION

Week 3	Lesson 9	Lesson 10	Lesson 11	Lesson 12
<b>Lesson Type</b>	Read to Me	Integration	Words to Know Practice	Words to Know
<b>Objectives</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Participate in collaborative conversations about topics within text; display agreed-upon rules for discussion, building on comments of others through multiple exchanges.</li> </ul>	<ul style="list-style-type: none"> <li>Use information from within a text and background knowledge to make inferences; explain an inference with evidence from text.</li> </ul>	<ul style="list-style-type: none"> <li>Define target vocabulary words by providing simple definitions.</li> <li>Uses target vocabulary words correctly in spoken or dictated stories.</li> </ul>	<ul style="list-style-type: none"> <li>Accurately define target vocabulary words: <b>dock, isolation, identify, disgust.</b></li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>A Bad Case of Stripes</u> by David Shannon </li> </ul>	<ul style="list-style-type: none"> <li><u>A Bad Case of Stripes</u> by David Shannon </li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li><u>The Raft</u> by Jim LaMarche</li> <li><u>A Bad Case of Stripes</u> by David Shannon</li> </ul>

### Materials

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



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials



LET'S KNOW! GRADE 2	FICTION DESCRIPTION	READ TO ME LESSON 9
<b>SHOW ME WHAT YOU KNOW!</b> You will select an episode from a story and summarize the episode, emphasizing rich descriptions of the <i>setting</i> and <i>characters</i> .		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Participate in collaborative conversations about topics within text; display agreed-upon rules for discussion, building on comments of others through multiple exchanges.</li> </ul>		
<b>TEACHING TECHNIQUES:</b> <ul style="list-style-type: none"> <li>• Predicting</li> <li>• Rich Discussion</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>• <u>A Bad Case of Stripes</u> by David Shannon</li> </ul> <b>TALK STRUCTURES FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>• Talking Chips</li> <li>• Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>• Document camera</li> <li>• Sticky notes</li> <li>• Tokens (talking chips)</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>• N/A</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b>		
<ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<b>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.</b>  <b>You could say:</b> “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!”	
<b>I DO</b>	<b>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.</b>  <b>You could say:</b> “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><b>Read the first three pages of the text. You could say;</b>  “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><b>Read the next page. You could say:</b>  “The next day when Camilla went to school, she was still covered in stripes. My prediction was confirmed. The ointment didn’t work.”</p>
<b>WE DO</b>	<p><b>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.</b></p> <p><b>Continue reading the text, asking students to help you make predictions. You could say:</b>  “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.” <b>(have students briefly share their predictions with a neighbor)</b></p> <p><b>Read the paragraph on the next page (“The other kids... on a T.V.”) and stop. You could say:</b>  “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><b>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:</b>  “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><b>Read through the end of the story. You could say:</b>  “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>
<b>You Do</b>	<p><b>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.</b></p> <p><b>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.</b></p> <ol style="list-style-type: none"> <li>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?</li> <li>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?</li> <li>3) If you had a bad case of the stripes, what would you do to make them go away?</li> </ol> <p><b>After students discuss in their groups, have them report to the whole group.</b></p>
<b>CLOSE</b>	<p><b>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.</b></p> <p><b>You could say:</b>  “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. <b>(allow brief talk time)</b> 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	INTEGRATION LESSON 10
<p><b>SHOW ME WHAT YOU KNOW!</b> 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><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Use information from within a text and background knowledge to make inferences; explain an inference with evidence from text.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Inferencing</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li><u>A Bad Case of Stripes</u> by David Shannon</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard</li> <li>Lined paper (one per student)</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>WRAP set #4</li> <li>Vocabulary Picture Cards: <b>multi-, authority, expert, extraordinary</b></li> <li>Teacher Journal Lesson #10</li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Preview <u>A Bad Case of Stripes</u>. Use sticky notes to mark pages on which you will model inferencing or ask inferential questions.</li> <li>The inference chart in the teacher journal may be helpful for students who do not have much experience with making inferences.</li> <li>During the I Do routine, demonstrate the steps of making an inference. See the examples provided on the second page of the teacher journal.</li> <li>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.</li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<div style="border: 1px dashed gray; padding: 10px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #4: MULTI-, AUTHORITY, EXPERT, EXTRAORDINARY</b></p> </div> <p><b>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.</b></p> <p><b>You could say:</b>          "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><b>I DO</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          "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><b>Use Teacher Journal Lesson #10 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:</b>  “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 <b>multi</b>-striped.”</p> <p><b>Read the next few pages; stop when the kids are calling out shapes and colors. You could say:</b>  “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 <b>multi</b>-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><b>Continue to the next page, on which the principal calls home. Stop after the second paragraph. You could say:</b>  “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><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Now ask students to share their own inferences. You could say:</b>  “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. <b>(give students time to share and ask for their input to add to the chart)</b> 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><b>Continue to record other inferences about the text, asking for student input.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Display the third page of the teacher journal. You could say:</b>  “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.’  <b>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 _____ .</b>  <b>After working in pairs, have a few students share their inferences with the class.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  “‘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 PRACTICE LESSON 11
<p><b>SHOW ME WHAT YOU KNOW!</b> 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><b>TEACHING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>Define target vocabulary words by providing simple definitions.</li> <li>Use target vocabulary words correctly in spoken or dictated stories.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Rich Discussion</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Small Groups</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Crayons</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>Teacher Journal #11</li> <li>Question and story starter cards for Lesson #11</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Precut the cards and put the question and story starter cards for each word together.</li> <li>You will need two sets of cards for each word to allow small enough groups for each student to get a turn to answer questions.</li> <li>Assign tables/places throughout the room for each word.</li> </ul> </li> <li>For this practice activity, students will move as a group to tables designated for the Words to Know. Follow these steps for the activity:           <ol style="list-style-type: none"> <li>Designate a student to start in each group. That student reviews the meaning of the Word to Know.</li> <li>Then he or she draws a card, reads the card, and answers the question.</li> <li>Each student in the group takes turns drawing a card and answering the question.</li> <li>After all of students in the group have drawn cards, students pair up with partners. The student who started the game reads the story starter card to the group. Pairs spend one minute telling a story using the word at their table.</li> <li>Let groups know when it is time to rotate to another table.</li> </ol> </li> <li>Display Teacher Journal Lesson #11 for students to reference during the lesson.</li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          "Have you ever played the game Dictionary? It's a game where everyone writes a definition, and then someone reads all of them including the real definition. Players try to guess the real definition. We're going to play a game where you have to draw a card and answer questions, say the definition, or discuss one of our words. Playing word games is a fun way to practice using words and learn new words well. That will help you when you see the words in your reading or use them in your writing."</p>	
<p><b>I DO</b></p>	<p><b>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.</b></p> <p><b>Divide students into small groups and explain the activity. You could say:</b>          "This group is going to help me demonstrate today's game. We are starting out at the <b>authority</b> table. <b>(have question and story starter cards stacked on the table)</b> Here's what we'll do at each of our word tables... I will go first, so I will review the meaning of <b>authority</b>. <b>Authority</b> means 'the right to do something or tell other people what to do.' Now I'll draw a card. My card says, 'Talk about someone in your life who is an <b>authority</b> or who has <b>authority</b>.' [Mr./Ms. X], our principal, has the <b>authority</b> to give us a consequence if we break the school's rules. Then the person to my right, [Student X], draws the next card. When everyone at our table has drawn a card, the person who went first will turn over our story starter and read it to the group."</p>	



	<p>“Our story starter card says, ‘I asked Mom if I could have the <b>authority</b> to keep my brother out of my room.’ To keep the story going I will tell my partner, ‘My mom said I had the <b>authority</b> as long as I didn’t do anything that was mean or would hurt my brother. So I made a sign that said “Keep Out,” signed “The <b>Authority</b>.” ’ Then my partner will keep the story going, remembering to use our vocabulary word. You’ll have about a minute to make up a story with your partners.”</p> <p><b>Provide another example of selecting a word, completing the exercise, and adding to the story.</b></p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  “Now this group will help me demonstrate. They are at the <b>expert</b> table. I’ll be first at this table so I will review the definition of <b>expert</b>. An <b>expert</b> is ‘someone who knows more than most people about something.’ Now I will draw a card. My card says, ‘What are you an <b>expert</b> at?’ Hmm, let me see. I know—I am an <b>expert</b> at making milkshakes. My grandma taught me how to make the best milkshakes, and I’m such an <b>expert</b>, I can teach other people.</p> <p>“Now the person to my right, [Student Z], will draw a card. Read your card and tell us about <b>expert</b>. <b>(allow student to respond)</b> Everyone else, <b>(have all tables join in for practice)</b> turn to your partner at your table and tell them the definition of <b>expert</b>. <b>(bring focus back to the demonstration table)</b> When everyone at our table has drawn a card, then the person who went first will turn over the story starter and read it to the group. Now with your partner, tell a one-minute story using the word <b>expert</b>. Our story starter says, ‘We have to do what the veterinarian says with our dog. She is the <b>expert</b>, so...’ Everyone turn to your partner and practice telling a short story together with the word <b>expert</b>.”</p>
<p><b>You Do</b></p>	<p><b>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.</b></p> <p><b>Ensure that each group is at a table and ready to start the game. You could say:</b>  “Okay, everyone is at the right table. The first person will review the meaning of the word and then draw the first card. After everyone has done the exercise on the card they drew, then the first person will read the story starter. Remember you have about a minute to tell a story using your word with your partner. When you’re done, your group will switch to a new word table.”  <b>Circulate the room to listen to groups and provide support and encouragement.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  “I heard a lot of good discussion about our Words to Know—<b>authority</b>, <b>expert</b>, <b>multi-</b>, and <b>extraordinary</b>—and their definitions. Practicing is another way to help us learn new words and what they mean. The more we practice them, the better we’ll get at using them! You can use these words when we are discussing our books in this unit. Let’s practice one more time all together. Thumbs-up or thumbs-down for each sentence...</p> <ul style="list-style-type: none"> <li>• Your baby sister is the <b>authority</b> at home.</li> <li>• I am an <b>expert</b> at teaching.</li> <li>• Yesterday we had 2 feet of snow. That’s <b>extraordinary</b>!</li> <li>• This crayon <b>(hold up a crayon)</b> is <b>multicolored</b>.”</li> </ul>



**Word: authority**

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

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

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**Word: expert**

**Definition:** Someone who knows more than most people about something

**Sentence:** A dentist is an **expert** in treating cavities in teeth.

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**Word: extraordinary**

**Definition:** Very unusual or extra special

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



**Word: multi-**

**Definition:** A prefix that means more than two

**Sentence:** A rainbow is **multi**-colored.



## Question and Story Starter Cards – Fiction – Lesson 11 *Let's Know!*

<p>Who is an <b>authority</b> at this school? Why?</p>	<p>Which of the following is a person with <b>authority</b> and why?</p> <ul style="list-style-type: none"> <li>• President of a company</li> <li>• A parent</li> <li>• The US President</li> </ul>	<p>If you could have the <b>authority</b> to do any one of the following, which would you choose? Why?</p> <ul style="list-style-type: none"> <li>• Eat all the candy you wanted</li> <li>• Stay up late every night</li> <li>• Drive a car</li> </ul>
<p>Complete this sentence. I do not have the <b>authority</b> to _____ at home.</p>	<p>Complete this sentence. I do not have the <b>authority</b> to _____ at school.</p>	<p>Define the word <b>authority</b></p>
<p>Talk about someone in your community who is an <b>expert</b>. Who is it? Why are they an <b>expert</b>?</p>	<p>At what are you an <b>expert</b>?</p>	<p>If you could be an <b>expert</b> about anything, what would it be?</p>
<p>Which one of these people is an <b>expert</b> and why? A pro-football player, someone's baby brother, or the inventor of Google</p>	<p>At which would you choose to be an <b>expert</b>? Cooking, Sports, or Science</p>	<p>Define the word <b>expert</b>.</p>

<p>What is something that you've done that is <b>extraordinary</b>?</p>	<p>If you could have an <b>extraordinary</b> power, what would you choose?</p>	<p>Complete this sentence: My dad is <b>extraordinary</b> because _____</p>
<p>Which of these things is <b>extraordinary</b> and why? A pumpkin, the largest pumpkin in the world, a jack-o-lantern</p>	<p>Is an elephant <b>extraordinary</b>? Why or why not?</p>	<p>Define the word <b>extraordinary</b>.</p>
<p>Pick something in the room that is <b>multicolored</b>.</p>	<p>A square is flat. A cube is <b>multidimensional</b>.</p>	<p>A pipe cleaner can be used for different things. You can tie things up with it or use it for an art project. We could say it is a _____ item: <b>Multicolored, multidimensional, or multipurpose</b></p>
<p>Do you prefer clothes that are <b>multicolored</b> or plain? Why?</p>	<p>Justin Bieber, Bill Gates, and Eli Manning and are <b>multi-millionaires</b>. What does that mean?</p>	<p>Define the prefix <b>multi-</b>.</p>

Story Starter: I asked my mom if I could have the **authority** to keep my brother out of my room...

Story Starter: We have to do what the veterinarian says with our dog. She is the **expert**, so...

Story Starter: Today my friends and I played Monopoly. It is a **multi-**player game that requires...

Story Starter: One of my good friends is a professional BMX biker. He is **extraordinary** because...

LET'S KNOW! GRADE 2	FICTION DESCRIPTION	WORDS TO KNOW LESSON 12
<p><b>SHOW ME WHAT YOU KNOW!</b> 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><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Accurately define target vocabulary words: <b>dock, isolation, identify, disgust.</b></li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <p><b>LESSON TEXTS:</b></p> <ul style="list-style-type: none"> <li><u>The Raft</u> by Jim LaMarche</li> <li><u>A Bad Case of Stripes</u> by David Shannon</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Interactive whiteboard, document camera, or chart paper</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>disgust, isolation, identify, dock</b></li> <li>Teacher Journal Lesson #12</li> <li>Student Journal Lesson #12</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>You could make a poster of the student journal to display as a visual reference.</li> <li>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 <b>dock</b> and <b>disgusted</b>.</li> </ul> </li> <li>WORDS TO KNOW           <ul style="list-style-type: none"> <li><b>disgust:</b> Strong dislike because something is sickening</li> <li><b>isolation:</b> Separation from other people</li> <li><b>identify:</b> To find out or show what something is</li> <li><b>dock:</b> A space to park your boat or truck</li> </ul> </li> <li><i>Save Student Journal Lesson #12 for later use in Lesson 15.</i></li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          "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: <b>dock... isolation... identify... disgust</b>. The purpose of today's lesson is to learn the meaning of these words and to say and spell them."</p>	
<p><b>I DO</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          "The first word we want to learn today is <b>dock</b>. A <b>dock</b> is 'a space to park your boat or truck.' Our next book, which is called <u>The Raft</u>, has a <b>dock</b>. (<b>show a picture of the dock</b>) A <b>dock</b> is used to park a boat; you can also fish from a <b>dock</b>. (<b>show Vocabulary Picture card</b>) This picture shows a <b>dock</b> for a truck. When you're taking a boat ride, you get on and off the boat at the <b>dock</b>.</p> <p><b>(isolation)</b>          "The next word is <b>isolation</b>. <b>Isolation</b> means 'separation from other people.' Some people in Alaska live in <b>isolation</b>; they live far away from the city or from any neighbors. When you get sick, your parents might put you in <b>isolation</b> in your room so others don't get your illness. They keep you away from other people. The boy in this picture (<b>show Vocabulary Picture Card</b>) is <b>isolated</b> on the beach. No one is around him.</p>	

	<p><b>(identify)</b>          “Our third word is <b>identify</b>. <b>Identify</b> means ‘to find out or show what something is.’ In <u>A Bad Case of Stripes</u>, the doctors tried to <b>identify</b> Camilla’s problem, but only the old lady could <b>identify</b> or find out how to get rid of Camilla’s stripes. When you get a present, you try to <b>identify</b> what is in the package. On TV shows, witnesses try to <b>identify</b> the criminal so the police can arrest them. The girl in this picture is trying to <b>identify</b> the parts of a flower. <b>(show picture card)</b></p> <p><b>(disgust)</b>          “The last word is <b>disgust</b>. <b>Disgust</b> means a ‘strong dislike because something is sickening.’ When you have to eat something you don’t like, you think it’s <b>disgusting</b>. If you go to a beach and there’s a lot of trash, you might say the trash is <b>disgusting</b>. This boy in <u>The Raft</u> is <b>disgusted</b> because he can’t catch any fish. He really dislikes his situation. In this picture, the man is <b>disgusted</b> because of the garbage.”  <b>(show Vocabulary Picture Card)</b></p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Display Teacher Journal Lesson #12 and pass out Student Journal Lesson #12 as well.</b>  <b>You could say:</b>          “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 <b>dock</b>.</p> <ol style="list-style-type: none"> <li>1) Say the word <b>dock</b>...</li> <li>2) Write the word <b>dock</b> in your journal as we spell it...</li> <li>3) Read the definition of the word <b>dock</b> with me...</li> <li>4) Now let’s read the sentence and fill the word in the blank...”</li> </ol> <p><b>Repeat steps 1-4 with the words</b> isolation, identify, <b>and</b> disgust.</p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          “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.”  <b>Circulate among the students, providing support as necessary. Recast and rephrase student responses that aren’t correct.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          “Today you learned four new words: <b>dock, isolation, identify, and disgust</b>. 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> <ul style="list-style-type: none"> <li>• You are likely to find a <b>dock</b> in the middle of a corn field.</li> <li>• A toddler in time-out is in <b>isolation</b>.</li> <li>• I can <b>identify</b> the three colors on the American flag: red, white, and blue.</li> <li>• You would look at a big pile of birthday presents with <b>disgust</b>.</li> </ul> <p>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.”</p>

- 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 \_\_\_\_\_.

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**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
<b>Lesson Type</b>	<b>Integration</b>	<b>Integration Practice</b>	<b>Words to Know</b>	<b>Words to Know Practice</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Retell a narrative that includes the main <i>character, setting</i>, and two or more embedded complete episodes (<i>goals, attempts, and outcome</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Use information from a photo or illustration combined with background knowledge to make inferences.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe semantic relationships among content (academic) words occurring frequently in grade-level texts.</li> </ul>	<ul style="list-style-type: none"> <li>Uses target vocabulary words correctly in spoken or dictated stories: <b>dock, isolation, identify, disgust.</b></li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u><a href="#">A Bad Case of Stripes</a></u> by David Shannon</li> </ul>	<ul style="list-style-type: none"> <li><u><a href="#">Officer Buckle and Gloria</a></u> by Peggy Rathmann</li> <li><u><a href="#">A Bad Case of Stripes</a></u> by David Shannon</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Document camera or interactive whiteboard</li> <li>Bag or paper clips</li> </ul>	<ul style="list-style-type: none"> <li>Document camera</li> <li>Sticky notes</li> <li>Blank paper</li> </ul>	<ul style="list-style-type: none"> <li>Document camera or chart paper</li> <li>Markers</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #13</li> <li>Story element shapes for Lesson #13</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #5</li> <li>Vocabulary Picture Cards: <b>disgust, isolation, identify, dock</b></li> <li>Teacher Journal Lesson #14</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>dock, isolation, identify, disgust</b></li> <li>Teacher Journal Lesson #15 (print or digital)</li> <li>Student Journal from Lesson #12</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #6</li> <li>Vocabulary Picture Cards: <b>disgust, isolation, identify, dock</b></li> <li>Teacher Journal Lesson #16</li> <li>Situation cards for Lesson #16</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 2	FICTION DESCRIPTION	INTEGRATION LESSON 13
<b>SHOW ME WHAT YOU KNOW!</b> You will select an episode from a story and summarize the episode, emphasizing rich descriptions of the <i>setting</i> and <i>characters</i> .		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>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>).</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Retelling</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>A Bad Case of Stripes</u> by David Shannon</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Document camera or interactive whiteboard</li> <li>Bags or paper clips</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #13</li> <li>Story element shapes for Lesson #13</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b>		
<ul style="list-style-type: none"> <li><b>Before the lesson...</b> 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.</li> <li>Display the teacher journal to point out the story elements as you demonstrate a retelling of the story.</li> <li>Help students map the story quickly to allow maximum time for retelling.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>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.</b></p> <p><b>You could say:</b>          "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>	
<b>I DO</b>	<p><b>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.</b></p> <p><b>Display the teacher journal and point to the story element shapes as you retell the story.</b></p> <p><b>You could say:</b>          "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 are 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. <b>(point to character and setting)</b> Camilla wanted more than anything to fit in, to be accepted. <b>(goal)</b> Even though she loved lima beans, she never ate them because all of her friends hated lima beans. <b>(attempt)</b> That morning, she tried on 42 outfits to try to impress people. <b>(attempt)</b> Suddenly she was covered with stripes! <b>(outcome)</b></p> <p>'When she went to school, everyone laughed at her, and Camilla was so embarrassed. How would she get rid of the stripes? <b>(goal)</b> Her parents called the doctors and therapists, and Camilla took her medicine, <b>(attempts)</b> but instead of getting better, she got worse. <b>(outcome)</b></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. <b>(goal)</b> So she ate the lima beans because she loved them, <b>(attempt)</b> and suddenly her bad case of stripes was gone. <b>(outcome)</b> After that, she ate lima beans whenever she wanted and never got the stripes again. She was herself.” <b>(the end)</b></p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Distribute the story element shapes to pairs of students. You could say:</b>  “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><b>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.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Have students practice retelling the whole story in pairs. You could say:</b>  “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!”  <b>Monitor students’ retellings as you circulate the room. Provide support for students who find retelling challenging.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  “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. <b>(allow brief talk time)</b> Now tell your partner why being able to retell a story is important. What does it show? <b>(allow brief talk time)</b> 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 13





**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

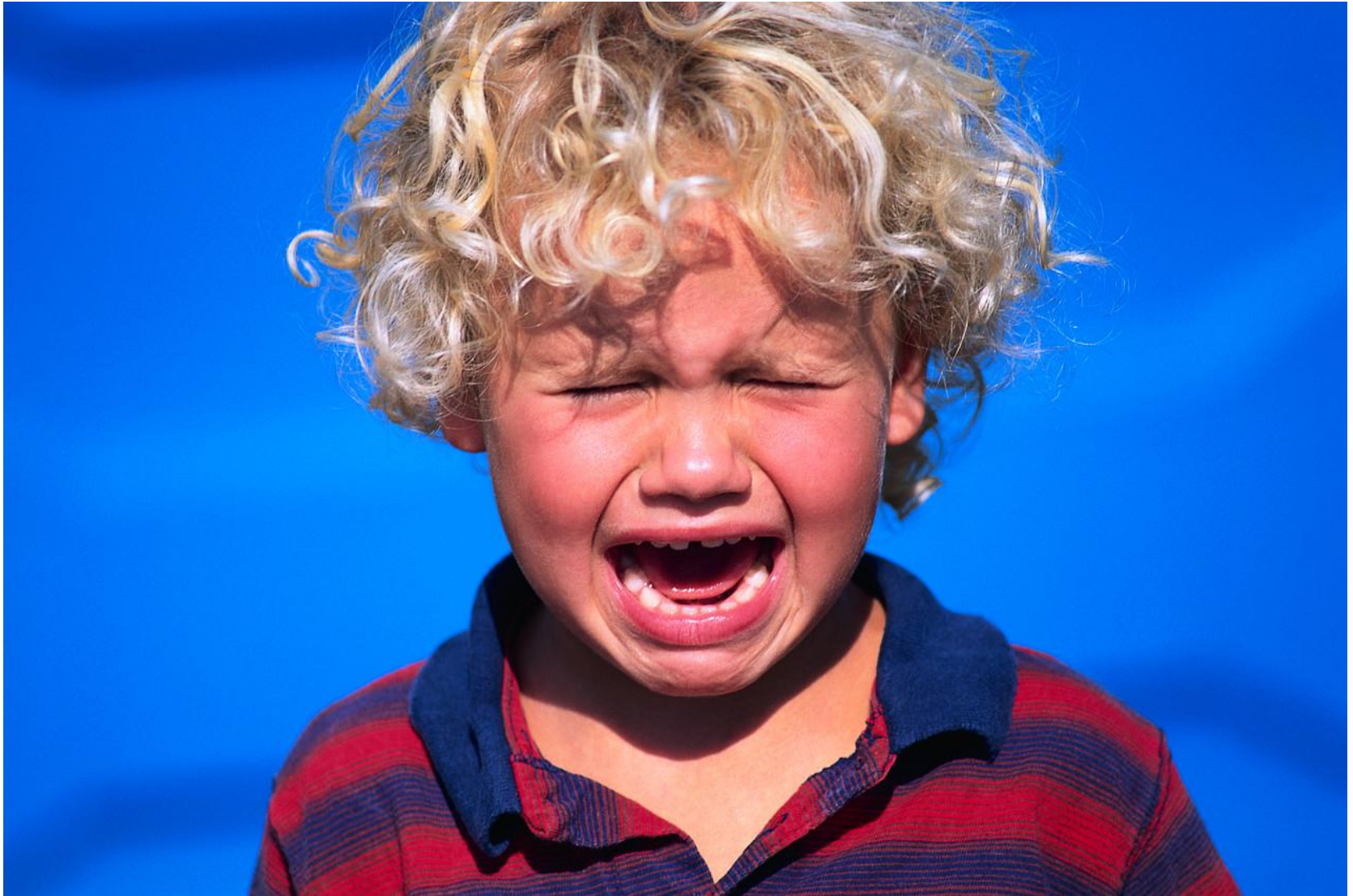
**Outcome**   
was cured of  
the stripes

**Outcome**   
got a bad case  
of stripes

LET'S KNOW! GRADE 2	FICTION DESCRIPTION	INTEGRATION PRACTICE LESSON 14
<p><b>SHOW ME WHAT YOU KNOW!</b> 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><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Use information from a photo or illustration combined with background knowledge to make inferences.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Inferencing</li> </ul> <p><b>LESSON TEXTS:</b></p> <ul style="list-style-type: none"> <li><u>Officer Buckle and Gloria</u> by Peggy Rathmann</li> <li><u>A Bad Case of Stripes</u> by David Shannon</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Document camera</li> <li>Sticky notes</li> <li>Blank paper</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>WRAP set #5</li> <li>Vocabulary Picture Cards: <b>disgust, isolation, identify, dock</b></li> <li>Teacher Journal Lesson #14</li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Review the lesson texts and use sticky notes to mark pages on which you will model inferencing or ask students inferential questions.</li> <li>For the You Do routine, have students use a blank paper to write and share with a partner what they can infer from the expressions on the faces in the photographs from Teacher Journal Lesson #14; project the teacher journal using a document camera so students can see them clearly.</li> </ul>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<div style="border: 1px dashed gray; padding: 10px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #5: DISGUST, ISOLATION, IDENTIFY, DOCK</b></p> </div> <p><b>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.</b></p> <p><b>You could say:</b>          "The other day we worked on making <i>inferences</i>, or good guesses, based on information from the text and information we already knew. You might remember we used an inference chart that listed what was in the text, what we added from our background knowledge, and the inferences we could make. It is important to know how to make inferences, because the author doesn't always tell us everything we need to know to understand a story. When we make inferences while reading, it helps us to understand what we read. Today we are going to make inferences using illustrations or photographs."</p>	
<p><b>I DO</b></p>	<p><b>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.</b></p> <p><b>Share the page from <u>Officer Buckle and Gloria</u> where Officer Buckle is watching himself on the news. You could say:</b>          "Today we are going to make inferences using photographs or illustrations and our background knowledge. Let me show you. <b>(hold up or display page)</b> I can <i>infer</i> that Officer Buckle is surprised. I know this from the illustration because his eyes are popping out of his head. I know from experience that you might look like that when you're surprised, when you see something you didn't expect. I experienced that the time I saw a circus and 15 people climbed out of a tiny car.</p> <p>"Now let's look at Gloria in the illustration. <b>(same page)</b> I can infer that Gloria is worried. I know this from the illustration because her eyebrows are raised and she's looking cautiously at Officer Buckle. I know this expression from when I have been worried. When I was little, I broke something special of my mom's. When she came to ask us what had happened, I looked worried about what she would say when she found out I broke her special vase."</p>	



<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Share the second page from <u>A Bad Case of the Stripes</u>, where a striped Camilla is sitting in bed. You could say:</b>          “Now let’s practice making inferences together. In this illustration, Camilla looks ill. She is in bed with a drink with a straw and a thermometer in her mouth. Even though in the text, she told her mom she felt fine, we can infer her mom thinks she must be very sick. She told her to go to bed and then took her temperature and gave her a drink. Turn to your partner and tell them about your experiences when your mom thought you might be sick. What did she do? <b>(allow talk time)</b> Next tell your partner what information we used to infer what Camilla’s mom is thinking.”</p> <p><b>Turn to the page where the other kids are yelling out patterns for Camilla to change into. You could say:</b>          “On this page in <u>A Bad Case of Stripes</u> it says, ‘The other kids thought this was great.’ Look at the expression on Camilla’s face in this illustration. I think Camilla looks horrified. Have you ever gotten a rash or broken out in hives? I know from my experience that when I have red bumps and welts on my skin and I don’t know why, I am scared. Turn to your partner and discuss how Camilla is feeling based on this illustration and from your experiences. <b>(allow talk time)</b> How do you think the kids in Camilla’s class feel about her changing colors? Looking at this picture and from situations you’ve been in when other kids have been teased, tell you partner how Camilla’s classmates feel about her changing colors.”<b>(allow talk time)</b></p> <p><b>Provide additional examples, if needed.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Project Teacher Journal Lesson #14. You could say:</b>          “Now it’s your turn. You will need a blank sheet of paper and a pencil. I have some numbered photographs for you to look at. There is nothing written about how these people are feeling; however, we can make an inference based on their facial expressions and our background knowledge. Write down the number of the photo and then your inference about what the person is feeling and why. After you’ve done two, please turn to your partner and share your reasoning about the inferences you made. I’ll be walking around to hear your inferences.”</p> <p><b>Have students continue to practice making inferences and sharing them with their partners. If time allows, ask some students to share their inferences with the class.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          “It is important that we know how to make inferences because an author does not always tell us everything in the words they write. We can learn more about the <i>characters</i> and events in a story by using pictures and words along with our background knowledge to help us make inferences. What do we use when we’re reading to make an inference? <b>(pause for response)</b> Our experiences and background knowledge, <i>and</i> words and illustrations in the text! When we make inferences while reading, we improve our understanding of <i>characters</i> and events stories. That helps us understand the stories better. Good readers make inferences when they read!”</p>



2



3







6



7





LET'S KNOW! GRADE 2	FICTION DESCRIPTION	WORDS TO KNOW LESSON 15
<p><b>SHOW ME WHAT YOU KNOW!</b> 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><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Identify and describe semantic relationships among content (academic) words occurring frequently in grade-level texts.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>TALK STRUCTURE FOR We Do/You Do:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Document camera or chart paper</li> <li>Markers</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>dock, isolation, identify, disgust</b></li> <li>Teacher Journal Lesson #15 (print or digital)</li> <li>Student Journal from Lesson #12</li> <li>Word web</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> 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.</li> <li>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.</li> <li>Students will use the sentence for each word from Student Journal Lesson #12.</li> <li><b>WORDS TO KNOW</b> <ul style="list-style-type: none"> <li><b>disgust:</b> Strong dislike because something is sickening</li> <li><b>isolation:</b> Separation from other people</li> <li><b>identify:</b> To find out or show what something is</li> <li><b>dock:</b> A space to park your boat or truck</li> </ul> </li> <li><b>SUGGESTED RELATED WORDS</b> <ul style="list-style-type: none"> <li><b>dock:</b> <i>pier, wharf, marina</i></li> <li><b>isolation:</b> <i>solitude, privacy, alone</i></li> <li><b>identify:</b> <i>recognize, determine, describe</i></li> <li><b>disgust:</b> <i>repulse, object, dislike, admire</i> (antonym)</li> </ul> </li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          "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 <b>dock, isolation, identity</b> and <b>disgust</b>. 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><b>I Do</b></p>	<p><b>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.</b></p> <p><b>Display Teacher Journal Lesson #15. You could say:</b>          “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 <b>dock</b>, so I will write the word <b>dock</b> 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 <b>dock</b>, a <i>pier</i>, and a <i>wharf</i> all serve the same purpose, so they are related words. I’ll write the word <b>dock</b> 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 <b>dock</b>, 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><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Record related words in the word webs as you generate them with students. You could say:</b>          “Let’s read our second word—<b>isolation</b>—and the definition together. <b>Isolation</b> means ‘separation from other people.’ I’ll write the word <b>isolation</b> in the middle circle on the word web. Can you think of some words that are related to the word <b>isolation</b>? Turn to your partner and discuss what words could be related to <b>isolation</b>. Now tell me what words you thought of and let’s discuss how each is related to <b>isolation</b>. <b>(invite students to share words and add them to the web)</b></p> <p><b>(identify)</b>          Let’s read our third word and definition together. <b>Identify</b> means ‘to find out or show what something is.’ The word <b>identify</b> goes in the middle circle. What words are related to the word <b>identify</b>? Turn to your partner and discuss the words that could be related to <b>identify</b>. Then let’s discuss how each is related to <b>identify</b>. <b>(have students share and discuss words to add to the web)</b></p> <p><b>(disgust)</b>          The last word is <b>disgust</b>. <b>Disgust</b> means ‘strong dislike because something is sickening.’ The word <b>disgust</b> goes in the middle circle on the word web. Now with your partner discuss words that could be related to <b>disgust</b>. Which words did you think of?” <b>(have students share related words)</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Have students take out their student journals from Lesson 12. You could say:</b>          “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><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          “Today you expanded your knowledge of four words—<b>dock, isolation, identity, and dock</b>. Let’s review the Words to Know one more time...</p> <ol style="list-style-type: none"> <li>1) Which word is related to <b>dock, pier</b> or swimsuit?</li> <li>2) Which word is related to <b>isolation, privacy</b> or <i>company</i>? <b>(one is synonym; one is antonym)</b></li> <li>3) Which word is related to <b>identify, disgust</b> or <i>describe</i>?</li> <li>4) Which word is related to <b>disgust, dislike</b> or happy?”</li> </ol> <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>



**dock**

**marina**

**wharf**

**pier**

# Teacher Journal

## Fiction – Lesson 15



**isolation**

**solitude**

**privacy**

**alone**

**recognize**

**determine**

**describe**



**identify**



**disgust**

**dislike**

**repulse**

**admire**

**object**

**pier**

**wharf**

**marina**



**dock**

**solitude**



**isolation**

**alone**

**privacy**

**recognize**



**identify**

**determine**

**describe**

**repulse**

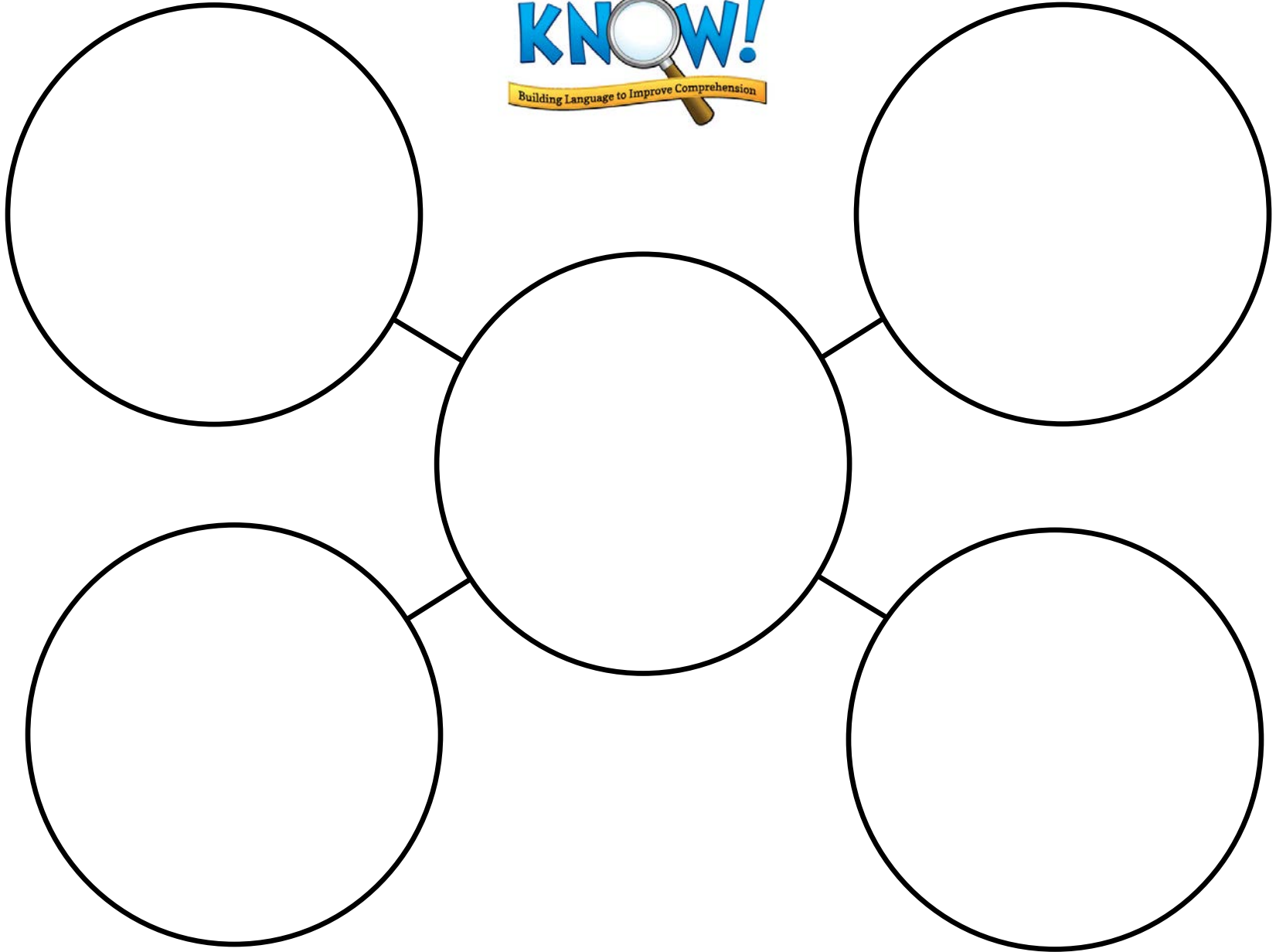
**object**



**disgust**

**admire**

**dislike**





LET'S KNOW! GRADE 2	FICTION DESCRIPTION	WORDS TO KNOW PRACTICE LESSON 16
<p><b>SHOW ME WHAT YOU KNOW!</b> 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><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>• Uses target vocabulary words correctly in spoken or dictated stories: <b>dock, isolation, identify, disgust.</b></li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>• Rich Instruction</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• None recommended</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• WRAP set #6</li> <li>• Vocabulary Picture Cards: <b>disgust, isolation, identify, dock</b></li> <li>• Teacher Journal Lesson #16</li> <li>• Situation cards for Lesson #16</li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b>You could pre-cut the situation cards so they are ready to distribute to students. You may want to change or write other situations.</li> <li>• Display Teacher Journal Lesson #16 for reference during the lesson.</li> </ul>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<div style="border: 1px dashed gray; padding: 10px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #6: DISGUST, ISOLATION, IDENTIFY, DOCK</b></p> </div> <p><b>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.</b></p> <p><b>You could say:</b>          "Do you remember when we practiced learning our words by acting out situations? Our scenes helped us understand the words' meaning in different situations. Today we're going to practice our four words—<b>disgust, isolation, identify, and dock</b>—by acting them out in different situations. Knowing what words mean in different contexts helps us really understand the words. That increases our understanding of the words when we read them or use them in our writing."</p>	
<p><b>I Do</b></p>	<p><b>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.</b></p> <p><b>Explain the situation cards, inviting students to act out scenes with you. You could say:</b>          "I have a pile of situation cards. Each card has at least one of our Words to Know and a sentence describing a situation. You and a partner will work together to act out the scene. You must say the vocabulary word while you are acting. Since you are acting, you can change your voice to make it sound like a specific <i>character</i> or to show a certain feeling. Let me demonstrate one. [Student X], will you be my partner and play my mom? Situation card #1 says, 'You walk through the kitchen and realize that the garbage smells <b>disgusting</b>. What would you say?' <b>(you could use the suggested script below)</b></p> <p>KID: Wow it smells <b>disgusting</b> in here! What is that smell?          MOM: That is the garbage that neither you nor your brother took out last night.          KID: Oops!          MOM: Will you take it out now please?          KID: No the smell is too <b>disgusting</b>, I can't stand it.          MOM: Well hold your nose. We don't want that <b>disgusting</b> smell in here!</p> <p>Remember, <b>disgust</b> is 'strong dislike because something is sickening.' <b>Disgusting</b> describes a strong dislike. How many times did we use the word <b>disgusting</b> in our scene? Thank you, [Student X].</p>	

	<p>“[Student Y], will you perform another scene with me? <b>(use card #5)</b> Our card says, ‘You and your family are taking a hike. You <b>identify</b> some of the flowers and animals that you see on the walk.’ I will play the mom this time... <b>(you could use the suggested script below)</b></p> <p>MOM: Look at all of the birds in that tree! Let’s see how many we can <b>identify</b>.  KID: Is there a prize for the person who <b>identifies</b> the most?  MOM: No. Your prize is learning about the different birds you can <b>identify</b>.  KID: Okay, but I’ll need a bird <b>identification</b> book to help me.</p> <p>Remember that <b>identify</b> means ‘to find out or show what something is.’ How did we show this meaning in our scene?”</p>
<b>WE DO</b>	<p><b>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.</b></p> <p><b>Continue practicing with students. You could say:</b>  “Ok, let’s do two more together. <b>(situation card #3)</b> Here is our next situation. Our card says, ‘Pretend that your little brother got in big trouble and he was put in a time out. He did not like to feel <b>isolated</b>. What would he say?’ I will act out this scene with [Student Z]...”</p> <p>OLDER SIBLING: You’re not supposed to talk to me. Mom <b>isolated</b> you in the corner.  LITTLE BROTHER: I hate being in <b>isolation</b>. You get to play video games, and I don’t.  OLDER SIBLING: Well, I bet you won’t be <b>isolated</b> in the corner for long if you say sorry to Mom.  LITTLE BROTHER: I’m not allowed to talk, remember? I’m <b>isolated</b> in the corner.</p> <p>Remember, <b>isolation</b> means ‘separation from other people.’ Now turn to your partner, and I want to hear the two of you act out this scenario using the word <b>isolation</b>, or <b>isolated</b>. <b>(provide partner time)</b></p> <p>“Here is our next one. <b>(situation card #7)</b> [Student X] and [Student Y], will you act this one out please? Your card says, ‘Your friend invited you to take a ride on her new boat. She said to meet them at the dock and look for the shiny blue boat named <i>Sparkler</i>.’ Remember to use our word <b>dock</b>. [Student X], what does <b>dock</b> mean? Now turn to your partner, and I want to hear the two of you act out this situation using the word <b>dock</b>.”</p> <p><b>Scaffold students’ dialogue and use of the word as they perform the scene.</b></p>
<b>YOU DO</b>	<p><b>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.</b></p> <p><b>Distribute situation cards to pairs. You could say:</b>  “Here is a situation card for you and your partner. You and your partner should read the card and discuss what you are going to do to perform the scene. Then act out the scene making sure that you say the Word to Know when you are acting. Once you and your partner are finished with that situation card, bring it up to the front, put it in a pile, and select a new card. I’ll be coming around to listen to your scenes and your use of our words. If you need to be reminded of the meaning of your word, look at the teacher journal I displayed.”</p> <p><b>Have students act out situation cards for the remainder of the lesson.</b></p>
<b>CLOSE</b>	<p><b>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.</b></p> <p><b>You could say:</b>  “When I hear you use our words in these different situations, I can see that you understand what they mean. Let’s have a couple of groups come up and act out their favorite situation card. As they perform, listen for the vocabulary word they say and see if they use it in the correct way. When you are talking to your family or your friends, see if you can use one of our words in your discussion. That is a great way to learn new words.”</p>



**Word: dock**

**Definition:** A space to park your boat or truck

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

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**Word: isolation**

**Definition:** Separation from other people

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

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**Word: identify**

**Definition:** To find out or show what something is.

**Sentence:** I could **identify** the predator bird as a hawk.

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**Word: disgust**

**Definition:** Strong dislike because something is sickening

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

<p>Situation Card #1</p> <p>You walk through the kitchen and realize that the garbage smells <b>disgusting</b>. What would you say?</p>	<p>Situation Card #2</p> <p>You and a friend are watching a show on TV where the people are eating bugs; you are <b>disgusted</b>. What do you say?</p>
<p>Situation Card #3</p> <p>Pretend that your little brother got in big trouble and he was put in a time out. He did not like to feel <b>isolated</b>. What would he say?</p>	<p>Situation Card #4</p> <p>Your family moved to a new town and the kids at school aren't friendly. You are telling your mom you feel <b>isolated</b>.</p>
<p>Situation Card #5</p> <p>You and your family are taking a hike. You <b>identify</b> some of the flowers and animals that you see on the walk.</p>	<p>Situation Card #6</p> <p>You lost your favorite sweatshirt. You hope it's in the lost and found. Explain to your friend how to <b>identify</b> it.</p>
<p>Situation Card #7</p> <p>Your friend invited you to take a ride on her new boat. She said to meet them at the <b>dock</b> and look for the shiny blue boat named 'Sparkler.'</p>	<p>Situation Card #8</p> <p>You are a truck driver. Somehow you have to try to back your big rig up to the <b>dock</b> to get it loaded. What do you say?</p>

<p>Situation Card #9</p> <p>You are looking up at the stars and trying to <b>identify</b> what they look like. What do you say?</p>	<p>Situation Card #10</p> <p>You are looking at the pictures from your trip to Disneyland. <b>Identify</b> what's in the pictures for your friend.</p>
<p>Situation Card #11</p> <p>My brother looks at me with <b>disgust</b> when my friends want to play video games with him. What do you say?</p>	<p>Situation Card #12</p> <p>Your mom said she was <b>disgusted</b> with how your room looked. What do you say?</p>
<p>Situation Card #13</p> <p>You have to be <b>isolated</b> from your friends because you have the flu. What do you say?</p>	<p>Situation Card #14</p> <p>You feel <b>isolated</b> at recess because you don't want to play kickball. Tell your friend how you feel.</p>
<p>Situation Card #15</p> <p>You have a <b>multigenerational</b> Thanksgiving celebration every year. Explain why it's fun.</p>	<p>Situation Card #16</p> <p>You didn't get to go the baseball game because of some <b>extraordinary</b> circumstances. Explain what happened.</p>



## WEEKLY LESSON PLANNER

### FICTION

Week 5	Lesson 17	Lesson 18	Lesson 19	Lesson 20
<b>Lesson Type</b>	Read to Me	Integration	Integration Practice	Words to Know Practice
<b>Objectives</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Participate in collaborative conversations; display agreed-upon rules for discussion, building on comments of others through multiple exchanges.</li> </ul>	<ul style="list-style-type: none"> <li>Use information from within a text and from background knowledge to make inferences.</li> </ul>	<ul style="list-style-type: none"> <li>Use information from within texts and from background knowledge to make accurate inferences.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe semantic relationships among Words to Know and other related words.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>The Raft</u> by Jim LaMarche </li> </ul>	<ul style="list-style-type: none"> <li><u>The Raft</u> by Jim LaMarche </li> </ul>	<ul style="list-style-type: none"> <li><u>Officer Buckle and Gloria</u> by Peggy Rathmann </li> <li><u>A Bad Case of Stripes</u> by David Shannon </li> <li><u>The Raft</u> by Jim LaMarche </li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Document camera </li> <li>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>Document camera </li> <li>Sticky notes</li> <li>Lined paper (1 per student)</li> </ul>	<ul style="list-style-type: none"> <li>Interactive whiteboard or document camera </li> <li>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>Timer (optional)</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #7</li> <li>Vocabulary Picture Cards: <b>disgust, isolation, identify, dock</b></li> <li>Teacher Journal Lesson #18</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #19 </li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #8</li> <li>Vocabulary Picture Cards (all 8 cards) </li> <li>Teacher Journal Lesson #20</li> <li>Student Journal Lesson #20</li> <li>Word drop cards for Lesson #20 </li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 2	FICTION DESCRIPTION	READ TO ME LESSON 17
<p><b>SHOW ME WHAT YOU KNOW!</b> 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><b>TEACHING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Participate in collaborative conversations about topics within text; display agreed-upon rules for discussion, building on comments of others through multiple exchanges.</li> </ul>		
<p><b>TEACHING TECHNIQUES:</b></p> <ul style="list-style-type: none"> <li>• Predicting</li> <li>• Rich Discussion</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>• <u>The Raft</u> by Jim LaMarche</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• Document camera</li> <li>• Sticky notes</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> 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.</li> <li>• 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.</li> <li>• Adjust the time spent on reading the book to allow for plenty of discussion time.</li> </ul>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          "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>	
<p><b>I DO</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          "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><b>Read the first page. You could say:</b>          "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><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Read the next several pages, stopping at the page ending with, ‘We had hamburgers for supper.’ You could say:</b>          “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.” <b>(allow brief time for students to talk)</b></p> <p><b>Read the next page, which ends, ‘Where had the raft come from?’ You could say:</b>          “Who do you think the raft belonged to? Talk with your partner and make a prediction.” <b>(allow talk time; you may wish to have some students share predictions with the class)</b></p> <p><b>Continue to read the book to confirm or revise predictions. At the end, stop to discuss briefly the predictions that were confirmed or revised.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>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.</b></p> <ol style="list-style-type: none"> <li>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?</li> <li>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?</li> <li>3) At first, Nicky was not motivated to do anything at Grandma’s house. What changed?</li> </ol>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          “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>

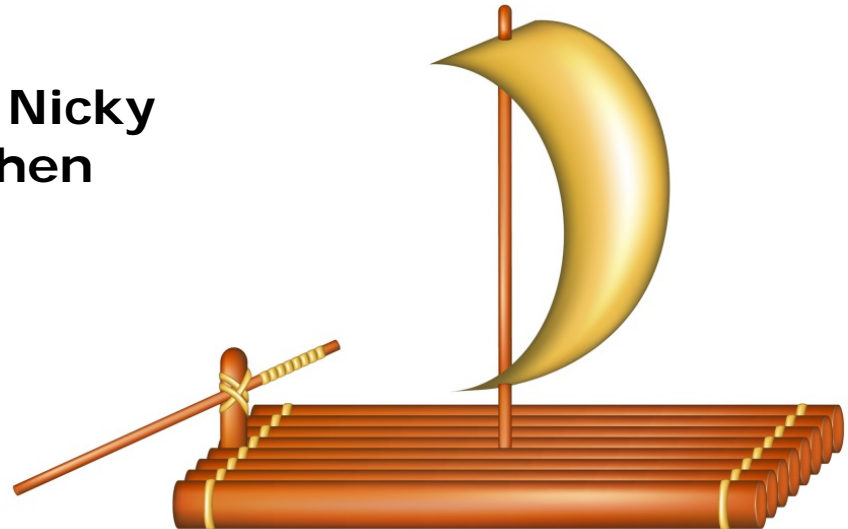


LET'S KNOW! GRADE 2	FICTION DESCRIPTION	INTEGRATION LESSON 18
<b>SHOW ME WHAT YOU KNOW!</b> You will select an episode from a story and summarize the episode, emphasizing rich descriptions of the <i>setting</i> and <i>characters</i> .		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Use information from within a text and from background knowledge to make inferences.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Inferencing</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>The Raft</u> by Jim LaMarche</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Document camera</li> <li>Sticky notes</li> <li>Lined paper (one per student)</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>WRAP set #7</li> <li>Vocabulary Picture Cards: <b>disgust, isolation, identify, dock</b></li> <li>Teacher Journal Lesson #18</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b> <ul style="list-style-type: none"> <li><b>Before the lesson:</b> 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.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<div style="border: 1px dashed gray; padding: 10px; text-align: center; margin-bottom: 10px;"> <b>START THE LESSON WITH WRAP SET 7: DISGUST, ISOLATION, IDENTIFY, DOCK</b> </div> <p><b>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.</b></p> <p><b>You could say:</b>          "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>	
<b>I DO</b>	<p><b>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.</b></p> <p><b>You could say:</b>          "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><b>Read the first two pages. Stop at the end of the second page. You could say:</b>          "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>
<b>WE DO</b>	<p><b>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.</b></p> <p><b>Continue reading the text and stop on the page where Nicky is fishing. You could say:</b>  “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?” <b>(allow talk time)</b></p> <p><b>Read the page where Nicky is feeding the otters (begins, “One day I poled upriver farther...).</b>  <b>You could say:</b>  “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?” <b>(allow talk time)</b></p> <p><b>Have students share their inferences, discuss them as a class, and provide feedback concerning the accuracy of the inferences.</b></p>
<b>YOU DO</b>	<p><b>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.</b></p> <p><b>Display the teacher journal. You could say:</b>  “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"> <li>• Who do you think drew the other drawings that Nicky found on the raft? Why do you think that?</li> <li>• What can you infer about Nicky at the end of the story, when he says he’s a river rat?</li> </ul> <p>When you get done writing, tell your partner what information you used to make your inferences.”</p> <p><b>Read to the end of the text. If students need additional writing support, offer the following sentence frame: I think _____ because _____.</b></p>
<b>CLOSE</b>	<p><b>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.</b></p> <p><b>You could say:</b>  “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>? <b>(what we know and information from the text)</b> 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?



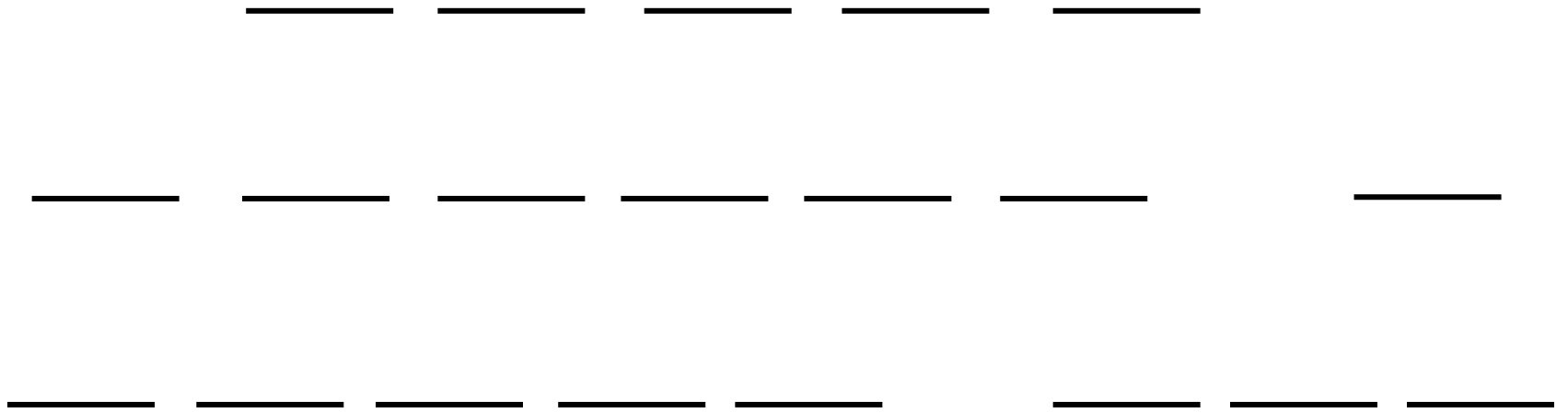
LET'S KNOW! GRADE 2	FICTION DESCRIPTION	INTEGRATION PRACTICE LESSON 19
<p><b>SHOW ME WHAT YOU KNOW!</b> You will select an episode from a story and summarize the episode, emphasizing rich descriptions of the <i>setting</i> and <i>characters</i>.</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Use information from within texts and from background knowledge to make accurate inferences.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Inferencing</li> </ul> <p><b>LESSON TEXTS:</b></p> <ul style="list-style-type: none"> <li><u>Officer Buckle and Gloria</u> by Peggy Rathmann</li> <li><u>A Bad Case of Stripes</u> by David Shannon</li> <li><u>The Raft</u> by Jim LaMarche</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Small Groups</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Interactive whiteboard or document camera</li> <li>Sticky notes</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #19</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> There are several possible inferential questions suggested in the lesson and in the teacher journal. However, you may want to mark pages in the lessons texts which you may use for reference when answering these questions or to plan additional questions.</li> <li>For the Wheel of Fortune game, use Teacher Journal Lesson #19, p. 3. The activity will work well if you use the teacher journal digitally on an interactive whiteboard, but you could also draw it on a board or chart paper. Use the phrase from p. 4 or choose a phrase of your own (if the latter, change the number of spaces). <ul style="list-style-type: none"> <li>Place students in groups.</li> <li>First, have a group answer an inferential question from the first page of the teacher journal; if the inference is logical and can be supported, have them choose a letter. <ul style="list-style-type: none"> <li>If the letter appears in the phrase, write it in the corresponding space(s).</li> <li>Incorrect letters (those not in the phrase) can be moved into the box on the lower right.</li> </ul> </li> <li>Then the next group gets a turn.</li> <li>Continue until one group can guess the phrase. If you have time, you could play another round.</li> </ul> </li> <li>Teacher Journal Lesson #19, p. 2 includes <i>possible</i> answers to the inferential questions from p. 1. Remember that an inference is a 'best guess,' so there is no <i>right</i> answer to an inferential question. Students' answers may vary, as long as they use good reasoning skills. If students make inferences that vary widely from the possible answers, use your best judgment to determine if they are logical and thus eligible for a guess at the board.</li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          "In our last lesson we worked on making inferences, or 'good guesses,' based on information from our text, <u>The Raft</u>, as well as information we already knew. Today we're going to practice making inferences and play our own version of the game Wheel of Fortune. It is important to know how to make inferences, because authors don't always tell us everything we need to know to understand a story. When we make inferences while reading, it helps us to understand what we read."</p>	

<p><b>I Do</b></p>	<p><b>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.</b></p> <p><b>Divide students into groups and display the teacher journal. You could say:</b>          “You need to be in your groups for this lesson because your group will make inferences together. See the questions on this page? If your answer to a question is correct, your group will get to guess a letter to try to solve the phrase in our Wheel of Fortune puzzle. <b>(provide an explanation if students are not familiar with the game)</b> I will show you how it works. Here are the spaces that represent the phrase you will try to guess in this part of the game. <b>(briefly show the third page of the teacher journal)</b> Hmm... I’ll try the first question. In <u>The Raft</u>, after Nicky found the raft, he asked his Grandma for rope. He decided not to tell her yet about what he’d found. Why do you think Nicky kept the raft to himself? I think Nicky wasn’t ready to share his discovery; he wanted more time to see what he could do with the raft. Now I get to guess a letter for our puzzle. I guess letter S.” <b>(explain that S does not occur, and enter it in the box on the right)</b></p> <p><b>Provide a second example of an inference, and guess an incorrect letter for the puzzle.</b></p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          “Now let’s practice making inferences together and try to solve the Wheel of Fortune puzzle. Let’s look at the next question... Grandma came down to the dock with a life jacket and a pole. What inference can you make about Nicky’s grandma? <b>(allow students to respond)</b> Which letter shall we choose?”</p> <p><b>Enter students’ letter guess on the puzzle. Provide one more example of an inference and letter guess for the puzzle.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          “Now it’s your turn to work together in your groups. Read the context and then the question. Talk about the inference as a group, and then pick a different spokesperson for each question. When you’re ready, the spokesperson will raise her hand. If the class agrees with your inference, then you get to guess a letter. After each group has guessed a letter, the next time I come to the group you get one guess to solve the puzzle. Are you ready?”</p> <p><b>Have students work in their groups to develop the most logical inferences for the questions. Have them share their answers and continue trying to solve the Wheel of Fortune puzzle.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          “It is important that we know how to make inferences because authors do not always tell us everything in the words they use. We can learn more about the <i>characters</i> and events in a story by using pictures and words along with our background knowledge to help us make inferences about them. What do we use to make an inference when we’re reading? <b>(pause for response)</b> Our experiences and background knowledge <i>and</i> words and illustrations from the text! When we make inferences while reading, we improve our understanding of <i>characters</i> and events. That helps us understand stories better. Practice making inferences as you read to help you become a better reader!”</p>

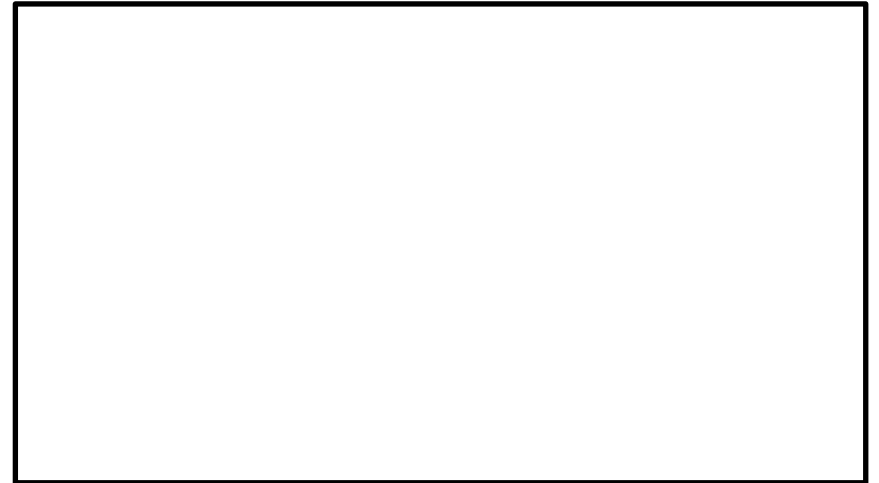
Context	Question	Inference
<b>The Raft:</b> After he found the raft, Nicky asked Grandma for rope but didn't want to tell Grandma about the raft yet.	Why did Nicky keep the raft to himself?	
<b>The Raft:</b> After Grandma showed Nicky how to use the raft, he said, "After that, I had little time for anything but the raft."	What can you infer about Nicky's comment?	
<b>The Raft:</b> Grandma appeared at the dock with a life jacket and a long pole to use on the raft.	What inference can you make about Nicky's grandma?	
<b>The Raft:</b> One day I poled upriver farther than I'd ever been.	What inference can you make about Nicky going further than he'd ever been?	
<b>Officer Buckle and Gloria:</b> Officer Buckle gives a command to sit, and Gloria sits.	What inference can you make about Gloria? Why?	
<b>Officer Buckle and Gloria:</b> Officer Buckle gave his safety tips and the students started paying attention.	What inference can you make about Gloria 's actions?	
<b>Officer Buckle and Gloria:</b> "The next day, an enormous envelope arrived at the police station. It was stuffed with thank-you letters from the students at Napville."	What inference can you make about the letters from the students?	
<b>A Bad Case of Stripes:</b> After Dr. Bumble examines Camilla, he decides that she can go back to school.	What does Dr. Bumble think about Camilla's illness?	
<b>A Bad Case of Stripes:</b> On the page that starts with, "The other kids thought this was great."	What do you infer about what causes Camilla to change colors and patterns?	
<b>A Bad Case of Stripes:</b> The principal calls and asks Camilla's parents to keep her home because she's a distraction and other parents think she might be contagious.	What can you infer about the principal?	

Context	Question	Inference
<b>The Raft:</b> After he found the raft, Nicky asked Grandma for rope but didn't want to tell Grandma about the raft yet.	Why did Nicky keep the raft to himself?	Nicky wanted time to decide if he could keep the raft for himself as something special.
<b>The Raft:</b> After Grandma showed Nicky how to use the raft, he says, "After that, I had little time for anything but the raft."	What can you infer about Nicky 's comment?	Nicky loved being on the raft.
<b>The Raft:</b> Grandma appeared at the dock with a life jacket and a long pole to use on the raft.	What inference can you make about Nicky's grandma?	Grandma had planned for Nicky to find the raft.
<b>The Raft:</b> One day I poled upriver farther than I'd ever been.	What inference can you make about Nicky going further than he had ever been?	Nicky was good at rafting and being in the water. He's confident about his rafting skills.
<b>Officer Buckle and Gloria:</b> Officer Buckle gives a command to sit, and Gloria sits.	What inference can you make about Gloria? Why?	Gloria is a well-trained dog.
<b>Officer Buckle and Gloria:</b> Officer Buckle gave his safety tips and the students started paying attention.	What inference can you make about Gloria 's actions?	Gloria is not a typical dog; Gloria wants the kids to pay attention to Officer Buckle.
<b>Officer Buckle and Gloria:</b> "The next day, an enormous envelope arrived at the police station. It was stuffed with thank-you letters from the students at Napville."	What inference can you make about the letters from the students?	The students loved Officer Buckle and Gloria; they wanted them to be together.
<b>A Bad Case of Stripes:</b> After Dr. Bumble examines Camilla, he decides that she can go back to school.	What does Dr. Bumble think about Camilla's illness?	Dr. Bumble thinks that Camilla is not sick.
<b>A Bad Case of Stripes:</b> On the page that starts with, "The other kids thought this was great."	What do you infer about what causes Camilla to change colors and patterns?	What is happening around Camilla is affecting what she looks like—words, songs, what she does.
<b>A Bad Case of Stripes:</b> The principal calls and asks Camilla's parents to keep her home because she's a distraction and other parents think she might be contagious.	What can you infer about the principal?	Mr. Harm is more concerned about Camilla being a distraction and what other parents think than helping Camilla.

# Wheel of Fortune Inference:



A B C D E F G H I J  
K L M N O P Q R S T  
U V W X Y Z





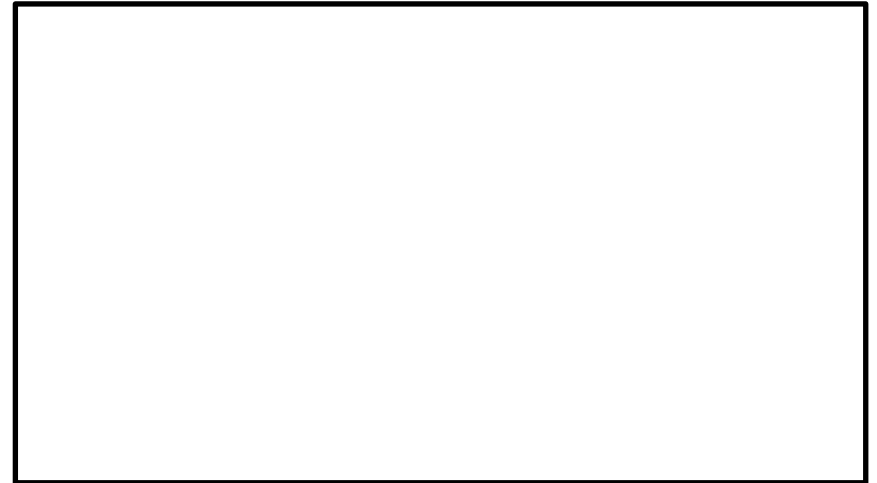
## Wheel of Fortune Inference:

                          
N I C K Y

                                    
B E C A M E A

                                         
R I V E R R A T

ABCDEF GHIJ  
KLMNOPQRST  
UVWXYZ



LET'S KNOW! GRADE 2	FICTION DESCRIPTION	WORDS TO KNOW PRACTICE LESSON 20
<p><b>SHOW ME WHAT YOU KNOW!</b> 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><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Identify and describe semantic relationships among Words to Know and other related words.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Small Groups</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Timer (optional)</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>WRAP set #8</li> <li>Vocabulary Picture Cards (all 8 cards)</li> <li>Teacher Journal Lesson #20</li> <li>Student Journal Lesson #20</li> <li>Word drop cards for Lesson #20</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Precut the word drop cards and group them by the Word to Know marked on each card.</li> <li>Place each Vocabulary Picture Card and the associated word drop cards on tables or desks around the room.</li> </ul> </li> <li>The game for today's lesson is modeled after the game Boggle. Players have a set amount of time to identify related words after one 'drops' a word card, similar to pick-up sticks. <ul style="list-style-type: none"> <li>Arrange students in groups at tables, each with a Vocabulary Picture Card and the associated word drop cards.</li> <li>One student in the group will drop the word cards, and the others will write down all of the related word for the Word to Know. Make sure students know not all of the cards are related words; they should only write down the related words.</li> <li>Determine the amount of time students need to write down the related words. After each round, the groups can switch to another table/word. You could use a timer to signal the switch.</li> </ul> </li> <li>You may choose to display the teacher journal, which shows the word webs from prior Words to Know lessons, to help students remember related words.</li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p>SET</p>	<div style="border: 1px dashed gray; padding: 10px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET # 8: DISGUST, ISOLATION, IDENTIFY, DOCK</b></p> </div> <p><b>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.</b></p> <p><b>You could say:</b>          "I am your teacher. A word that is related to teacher is <i>instructor</i>. <i>Instructor</i> is another name for teacher. I could say, 'I am your <i>instructor</i>' or 'I am your teacher.' We're going to play a game with related words. Who has ever played Boggle? You shake up a bunch of letters, and when the timer starts, you have to spell as many words as you can. Our game is a little like Boggle. We're calling it 'Word Drop.' When I say, "Go!" you're going to write as many related words for a Word to Know as you can find. Understanding words that are related to a target word increases your understanding of the target word. When you understand new words, it helps you understand when you read them in a text or write them in a story."</p>	

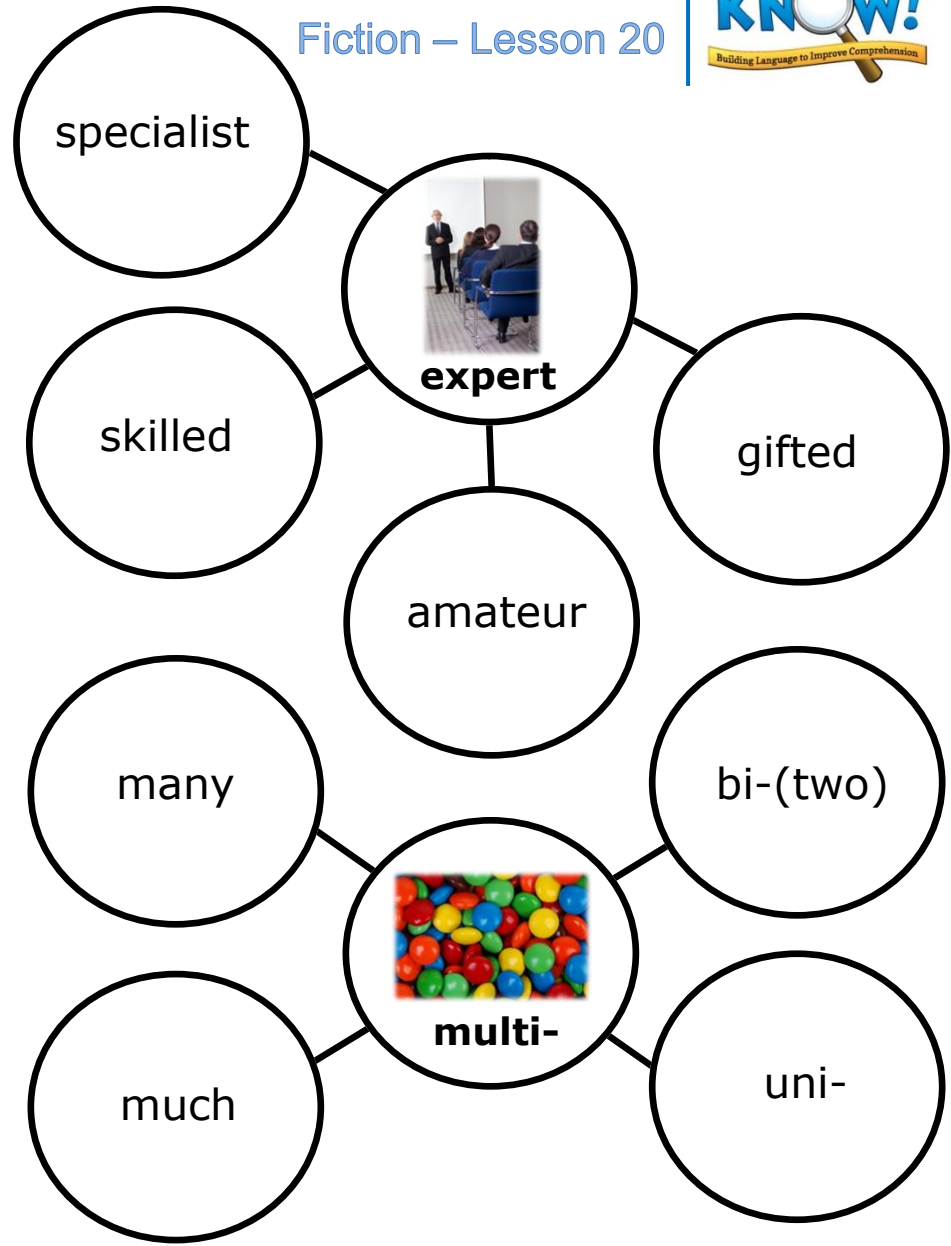
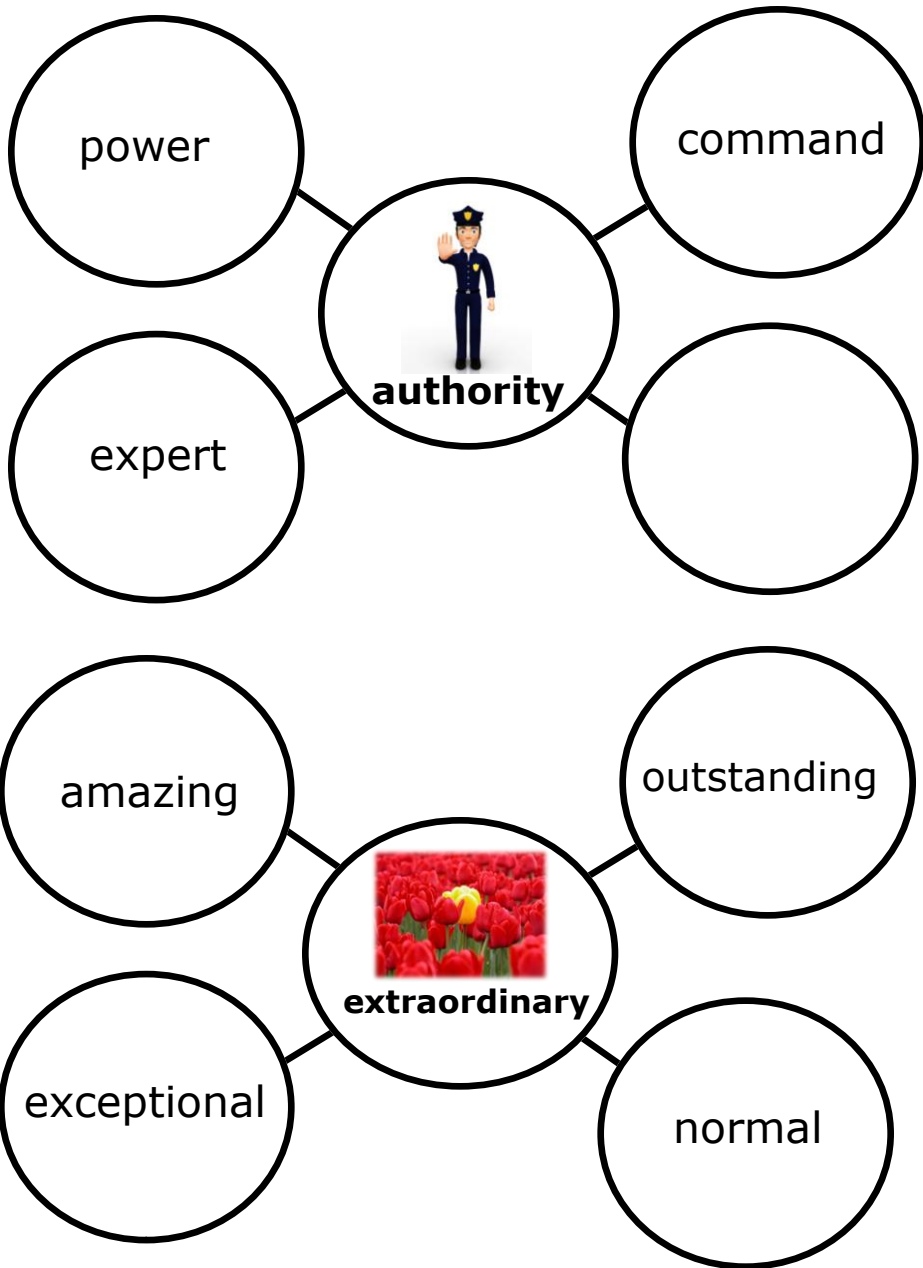
<p><b>I Do</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in You DO. Show a completed sample if appropriate.</b></p> <p><b>Demonstrate how to play the Word Drop game. You could say:</b>  “Today each group will be working with one of our eight Words to Know. I will show you how to play. The word is <b>disgust</b>. <b>(point out Vocabulary Picture Card displayed at table)</b> I will drop the stack of word cards. <b>(drop word cards like pick-up sticks)</b> Then I will write as fast as I can all of the words that are related to <b>disgust</b>. Remember, some of the words are not related, so I won’t write those words; I’ll only write the related words. <b>(demonstrate writing words for a designated amount of time)</b> Time’s up. Now I will read one of my words and say why it is related to <b>disgust</b>. I wrote <i>sicken</i>. It means about the same thing as the verb form of <b>disgust</b>—you might say you felt <b>disgusted</b>, or strongly disliked something, because it was <i>sickening</i>.</p> <p>“Okay, the next word is <b>isolation</b>. <b>(point out Vocabulary Picture Card displayed at table)</b> I will drop the cards and start the timer. <b>(drop cards and demonstrate writing related words for the designated time)</b> I wrote the word <i>connection</i>. <b>Isolation</b> means separation from other people, so <i>connection</i> is the opposite of <b>isolation</b>. Instead of being <i>secluded</i>, by yourself, you are <i>connected</i> to others. By the way, I just said another word that is related to <b>isolation</b>—<i>secluded</i>.”</p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Pass out the student journal. You could say:</b>  “Now let’s play together as a class for practice. When you’re playing the game, you’ll write the related words in your student journal. To practice, turn your paper over and write the related words on the back so you can play along. At this table we will look for words related to the word <b>authority</b>, so when I drop the cards, you can play along by looking at our word web for <b>authority</b>. See how many related words you can write down. Ok, go! <b>(have students write related words for authority)</b> Since I was the card ‘dropper,’ I will share a word first. I wrote down <i>power</i>. <b>Authority</b> is ‘the right to do something or tell other people what to do.’ <i>Power</i> is similar to <b>authority</b>. When you have <i>power</i>, other people will listen when you tell them to do something. Now with a partner in your group, explain one of the words you wrote down and why it is related to <b>authority</b>. <b>(allow talk time)</b></p> <p>“I will move to this table and we’ll do another word as a class for practice. This time [Student X] will be the card dropper. At this table our word is the prefix <b>multi-</b>. I’ll tell you when time is up. If you are not at this table you can use the word web to help you write words related to <b>multi-</b>. <b>(have students write words and announce when time is up)</b> [Student X], will you share one of the words you wrote and why it is related to <b>multi-?</b> <b>(allow student to share)</b> Great! Now with a partner in your group, explain one of the words you wrote and how it is related.” <b>(allow talk time)</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  “Alright! We are ready to play. Look at the word on your table so you know what related words you will be writing down. The designated person will drop the cards and then be the first to share why a word is related. I’ll be the timer. I’ll come around to listen to your discussions about related words. When everyone in your group has shared a related word, we can switch tables and find related words for another target word. Okay, write as fast as you can and think about why a word is related to our target words...”</p>

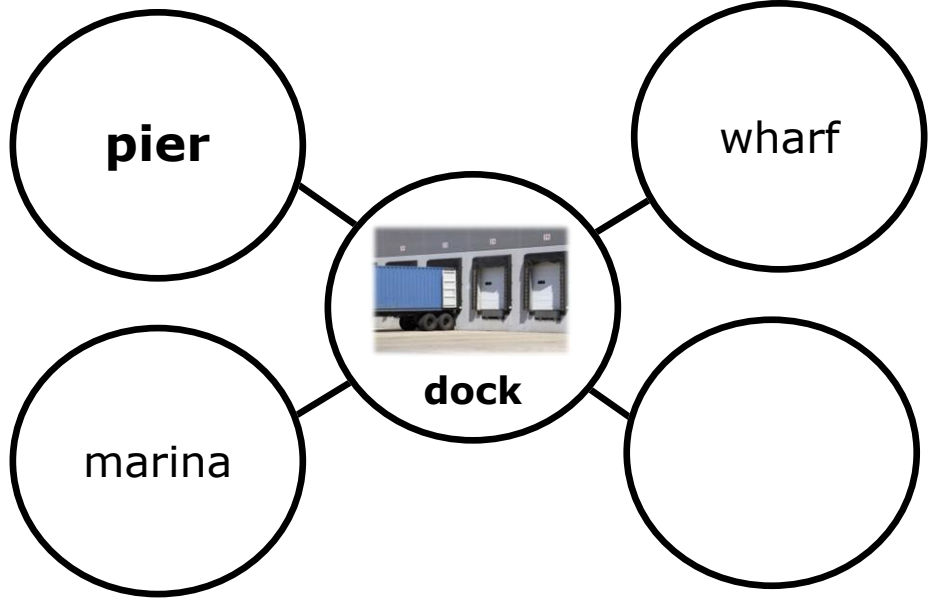
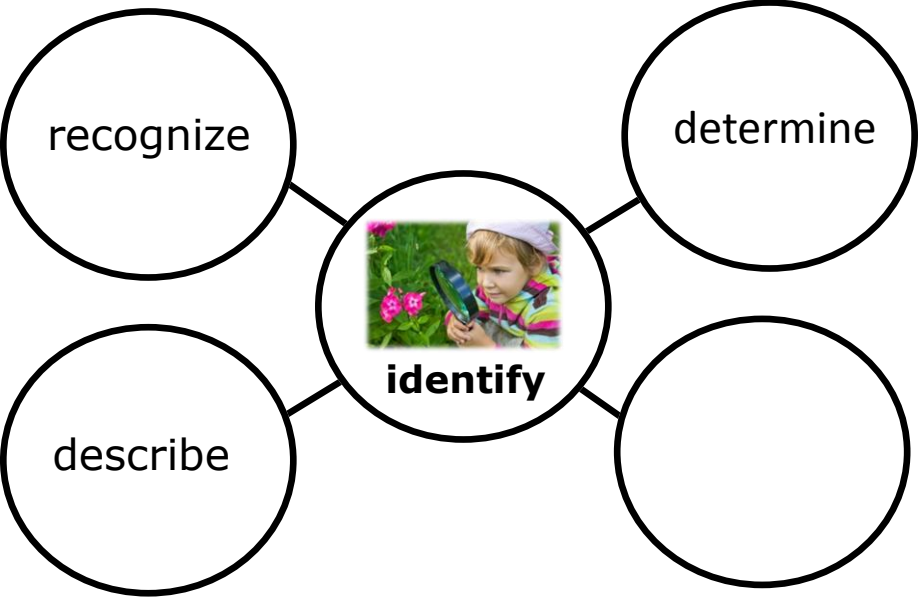
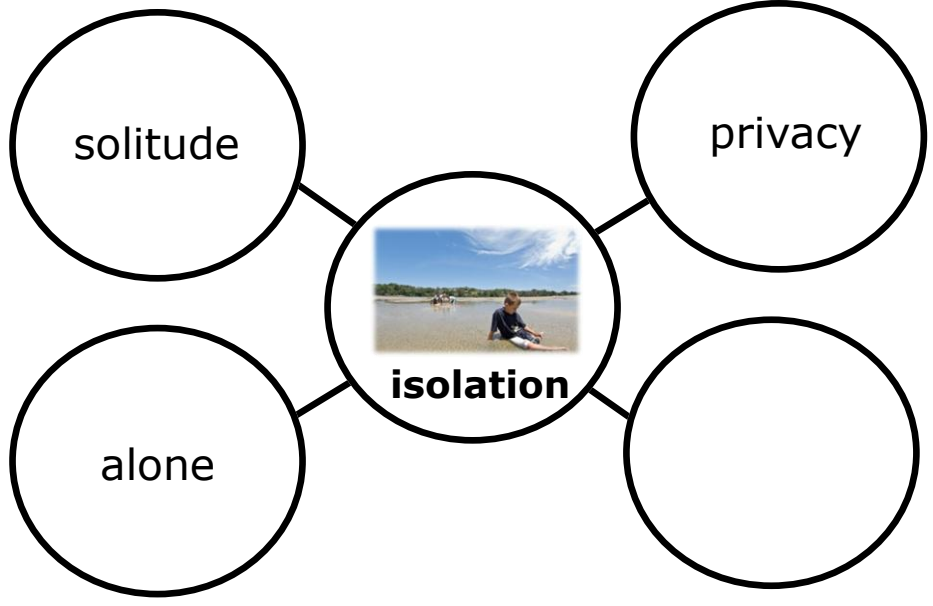
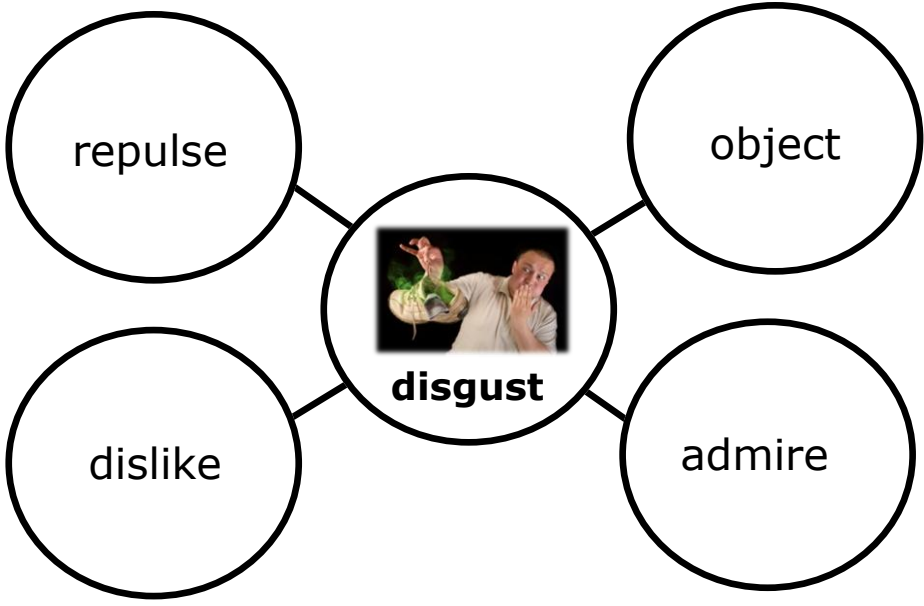
**CLOSE**

**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:**

“I heard some great discussions about why words are related. Share with a neighbor a word that is related to **identify**. I want to challenge you when you write to ask, ‘Is there a related word I could use that might sound better or might more clearly describe what I want to say?’ Try it!”







## Related Words

**Directions:** Write as many related words as you can for each Word to Know in the boxes below.

**Authority**

**Expert**

**Extraordinary**

**Multi-**

**Disgust**

**Isolation**

**Identify**

**Dock**

**Dock**

**Isolation**

**Identify**

**Disgust**

**Authority**

**Expert**

**Multi-**



WTK: dock

**pier**

WTK: dock

**wharf**

WTK: authority

**power**

WTK: authority

**command**

WTK: expert

**specialist**

WTK: expert

**skilled**

WTK: dock

**pie**

WTK: dock

**happy**

WTK: authority

**orange**

WTK: authority

**regular**

WTK: expert

**pretty**

WTK: expert

**sick**

WTK: isolation

**amateur**

WTK: dock

**marina**

WTK: extraordinary

**amazing**

WTK: extraordinary

**exceptional**

WTK: extraordinary

**outstanding**

WTK: extraordinary

**normal**

WTK: multi-

**heavy**

WTK: multi-

**soon**

WTK: extraordinary

**soapy**

WTK: extraordinary

**scratch**

WTK: extraordinary

**doting**

**Extraordinary**

WTK: multi-

**many**

WTK: multi-

**much**

WTK: multi-

**uni-**

WTK: multi-

**bi-**

WTK: authority

**expert**

WTK: isolation

**solitude**

**WTK: disgust**

**repulse**

**WTK: identify**

**describe**

**WTK: identify**

**determine**

**WTK: identify**

**recognize**

**WTK: isolation**

**alone**

**WTK: isolation**

**privacy**

**WTK: disgust**

**real**

**WTK: disgust**

**hungry**

**WTK: identify**

**hard**

**WTK: identify**

**crazy**

**WTK: isolation**

**sweeper**

**WTK: isolation**

**lovely**



## WEEKLY LESSON PLANNER

### FICTION

Week 6	Lesson 21	Assessments	Assessments	Assessments
<b>Lesson Type</b>	<b>Integration Practice</b>	<b>SMWYK</b>	<b>SMWYK</b>	<b>SMWYK</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>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>, and <i>outcome</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Administer the Show Me What You Know assessment to project-selected students.</li> <li>Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.</li> </ul>	<ul style="list-style-type: none"> <li>Administer the Show Me What You Know assessment to project-selected students.</li> <li>Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.</li> </ul>	<ul style="list-style-type: none"> <li>Administer the Show Me What You Know assessment to project-selected students.</li> <li>Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>The Raft</u> by Jim LaMarche</li> </ul>	<ul style="list-style-type: none"> <li><u>Officer Buckle and Gloria</u> by Peggy Rathmann</li> </ul>	<ul style="list-style-type: none"> <li><u>Officer Buckle and Gloria</u> by Peggy Rathmann</li> </ul>	<ul style="list-style-type: none"> <li><u>Officer Buckle and Gloria</u> by Peggy Rathmann</li> </ul>

### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Interactive whiteboard or document camera </li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #21</li> <li>Student Journal Lesson #21</li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Teacher Instructions</li> <li>SMWYK Assessment Booklets (6)</li> <li>SMWYK Classroom Summary Sheet</li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Teacher Instructions</li> <li>SMWYK Assessment Booklets (6)</li> <li>SMWYK Classroom Summary Sheet</li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Teacher Instructions</li> <li>SMWYK Assessment Booklets (6)</li> <li>SMWYK Classroom Summary Sheet</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials









LET'S KNOW! GRADE 2	FICTION DESCRIPTION	INTEGRATION PRACTICE LESSON 21
<b>SHOW ME WHAT YOU KNOW!</b> You will select an episode from a story and summarize the episode, emphasizing rich descriptions of the <i>setting</i> and <i>characters</i> .		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>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>, and <i>outcome</i>).</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Retelling</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>The Raft</u> by Jim LaMarche</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Interactive whiteboard or document camera</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #21</li> <li>Student Journal Lesson #21</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b> <ul style="list-style-type: none"> <li>There are no special instructions for this lesson.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>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.</b></p> <p><b>You could say:</b>          "My brother told me a long story about being caught in the rain, but he left out an important part of the story. He forgot to tell me that he was in the middle of a soccer field, so he had a long way to go to escape the storm. He left out the setting, and that was an important part of the story. Today we're going to practice the important parts of the story <u>The Raft</u>. We know that when you tell a story, it's important to include all of the elements. When you can tell a story with all of the elements, it helps you understand stories you read and hear."</p>	
<b>I DO</b>	<p><b>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.</b></p> <p><b>Display Teacher Journal Lesson #21, and pass out the student journal. Demonstrate checking off story elements on the chart. You could say:</b>          "We're going to see how good you are at listening for the important story elements today while we retell episodes from the story <u>The Raft</u>. Remember that episodes are stories within the story that have <i>goals</i>, <i>attempts</i> to reach <i>goals</i>, and an <i>outcome</i>. I'm going to retell episodes from <u>The Raft</u> and include all of those story elements. <b>(point to the left hand side of the chart)</b> Your job is to follow along because later in your groups you'll be checking off each story element on your student journal page. I will start by retelling the first episode in the story and checking off the story elements..."</p> <p style="padding-left: 40px;">'Nicky <b>(check off character)</b> didn't want to be away from his dad for the summer. <b>(goal)</b> He didn't want to go to his Grandma's house because there wasn't even a television. She lived at the river <b>(setting)</b> and Nicky thought there was nothing to do there. He complained to his Dad and even had tears in his eyes. <b>(attempt)</b> He didn't answer when his Grandma asked what he wanted for dinner. <b>(attempt)</b> His Dad said goodbye and left him... <b>(outcome)</b></p> <p>Look at my journal page. I put a check each time I told a story element. See? I included all of them in this episode.</p>	

	<p><b>(second episode)</b>          “Now I will retell the second episode. In this episode Nicky’s Grandma is the main <i>character</i>...</p> <p>‘Nicky’s Grandma (<b>check off character</b>) had many interesting things in her cabin. She lived on a river (<b>setting</b>) and called herself a ‘river rat.’ Nicky’s grandma wanted Nicky to like living on the river. (<b>goal</b>) She gave Nicky things to do outside and encouraged him to fish on the <b>dock</b>. (<b>attempts</b>) One day while Nicky was waiting to catch a fish, he found a hidden raft...” (<b>outcome</b>)</p> <p><b>Review the story elements on the journal page and discuss the outcome of this episode.</b></p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Continue retelling episodes, but have students check off the elements on the student journal. You could say:</b>          “Let’s practice a couple more episodes together, and this time you check off the story elements on your student journal. Let’s tell the episode where Nicky sleeps on the raft and sees the big Buck in the moonlight. I’ll start...</p> <p>‘Nicky (<b>character</b>) set up a tent on his raft and slept there at night. (<b>setting</b>) One night he woke up and saw a big buck—a male deer—looking at him in the moonlight. The next day Nicky asked his Grandma for some paper...</p> <p>Turn to your partner and discuss Nicky’s <i>goal</i>. (<b>to remember the animals by drawing them</b>)</p> <p>‘Nicky drew the crane that landed on his raft (<b>attempt</b>) and the fawn he saved in the forest... (<b>attempt</b>)</p> <p>Now turn to your partner and discuss the <i>outcome</i>, how did the episode end? (<b>allow talk time</b>)</p> <p>‘Nicky drew animals on the raft so he would always remember the animals, and his drawings made him a part of the river.’ (<b>outcome</b>)</p> <p>Check your journal pages to see if we included all of the elements. Did we leave any out?”</p> <p><b>Practice an additional episode and have students participate by discussing story elements in pairs and tracking elements on their journal pages.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Have students retell episodes in pairs. You could say:</b>          “Now you will work with a partner to retell an episode from <u>The Raft</u>. Discuss with your partner which episode you want to tell. When you’re ready, your partner will check off the story elements as you tell the episode. Then you will switch and your partner will retell the episode. I will be coming around to check if you are including all of the story elements in your retells.”</p> <p><b>If time allows, have students switch partners to retell another episode.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          “Today you practiced telling an episode from our story <u>The Raft</u> and making sure that our episodes included all of the story elements. An episode is a story that happens with the story, and it includes which elements? (<b>allow students to respond</b>) <i>Character, setting, goal, attempts, and outcome!</i> When we can <b>identify</b> the key elements in story episodes, it helps us understand the story. This was a good practice today. Next week, for our final project for the unit, you are going to select an episode from a story to retell in a comic strip!”</p>

# Teacher Journal

## Fiction – Lesson 21









Story Element	Retell #1	Retell #2	Retell #3	Retell #4	Retell #5
<p><b>Setting</b></p> 					
<p><b>Character</b></p> 					
<p><b>Goal</b></p> 					
<p><b>Attempts</b></p> 					
<p><b>Outcome</b></p> 					
<p><b>The End!</b></p> 					

# Student Journal

## Fiction – Lesson 21



Story Element	Retell #1	Retell #2	Retell #3	Retell #4	Retell #5
<p><b>Setting</b></p> 					
<p><b>Character</b></p> 					
<p><b>Goal</b></p> 					
<p><b>Attempts</b></p> 					
<p><b>Outcome</b></p> 					
<p><b>The End!</b></p> 					

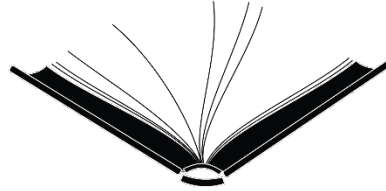
# LARRC

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SMWYK: These materials not available for download.



## WEEKLY LESSON PLANNER

### FICTION

Week 7	Lesson 22	Lesson 23	Lesson 24
<b>Lesson Type</b>	<b>Stretch and Review</b>	<b>Stretch and Review</b>	<b>Close</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Use results from the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Use results from the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>	<ul style="list-style-type: none"> <li>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>).</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li>Selected by teacher</li> </ul>	<ul style="list-style-type: none"> <li>Selected by teacher</li> </ul>	<ul style="list-style-type: none"> <li><u>Officer Buckle and Gloria</u> by Peggy Rathmann</li> </ul>
<b>Materials</b>			
<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Selected by teacher </li> </ul>	<ul style="list-style-type: none"> <li>Selected by teacher </li> </ul>	<ul style="list-style-type: none"> <li>Writing utensils, crayons, and colored pencils</li> <li>Butcher paper </li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>You could reuse any materials provided for the unit. </li> </ul>	<ul style="list-style-type: none"> <li>You could reuse any materials provided for the unit. </li> </ul>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #24 </li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 2	FICTION DESCRIPTION	STRETCH AND REVIEW LESSON 22
<p><b>SHOW ME WHAT YOU KNOW!</b> 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><b>TEACHING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>• Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• You could reuse any materials provided for the unit.</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ For the lesson text, you may select from texts provided for the unit or select new texts.</li> <li>○ Write your own lesson plan by filling in each section below.</li> </ul> </li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>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.</b></p>	
<b>I Do</b>	<p><b>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.</b></p>	

<b>WE DO</b>	<b>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.</b>
<b>YOU DO</b>	<b>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.</b>
<b>CLOSE</b>	<b>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.</b>



LET'S KNOW! GRADE 2	FICTION DESCRIPTION	STRETCH AND REVIEW LESSON 23
<p><b>SHOW ME WHAT YOU KNOW!</b> 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><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>• Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>• Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• You could reuse any materials provided for the unit.</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ For the lesson text, you may select from texts provided for the unit or select new texts.</li> <li>○ Write your own lesson plan by filling in each section below.</li> </ul> </li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>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.</b></p>	
<p><b>I Do</b></p>	<p><b>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.</b></p>	

<b>WE DO</b>	<b>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.</b>
<b>YOU DO</b>	<b>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.</b>
<b>CLOSE</b>	<b>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.</b>

LET'S KNOW! GRADE 2	FICTION DESCRIPTION	CLOSE LESSON 24
<p><b>SHOW ME WHAT YOU KNOW!</b> 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><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>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>).</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Retelling</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li><u>Officer Buckle and Gloria</u> by Peggy Rathmann</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Small Groups</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Writing utensils, crayons, and colored pencils</li> <li>Butcher paper</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #24</li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <p>The Close is designed to be a 60 minute lesson. Preview the lesson and work it into your schedule as you see fit; if necessary, you may split the lesson into two sessions.</p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Cut and prepare strips of butcher paper, drawing paper, or another material that students will enjoy making into comic strips.</li> <li>You could print and cut out the episodes from Teacher Journal Lesson #24 to help children choose which episodes to draw.</li> </ul> </li> <li>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.</li> </ul>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          "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><b>I DO</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          "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><b>Display Teacher Journal Lesson #24 and model how to start a comic strip. You could say:</b>          "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><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          “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? <b>(invite students to respond and make suggestions)</b> 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?”  <b>Ask students to help you review the story elements in the model comic strip.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>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.</b></p> <p><b>You could say:</b>          “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><b>Circulate the room to provide assistance. Students should write and draw pictures for their comic strips, including description and the necessary story elements.</b></p> <p><b>If time allows when students are finished, have them share their final products in small groups.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          “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. <b>(have students briefly present their projects)</b> 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

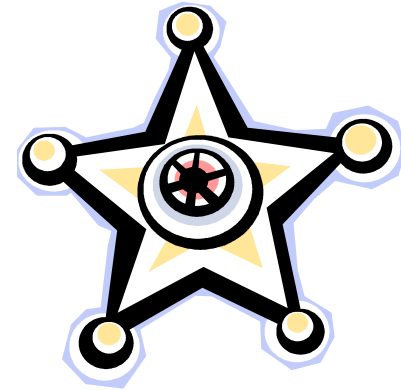


Claire wanted to get Officer Buckle back after the accident.



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

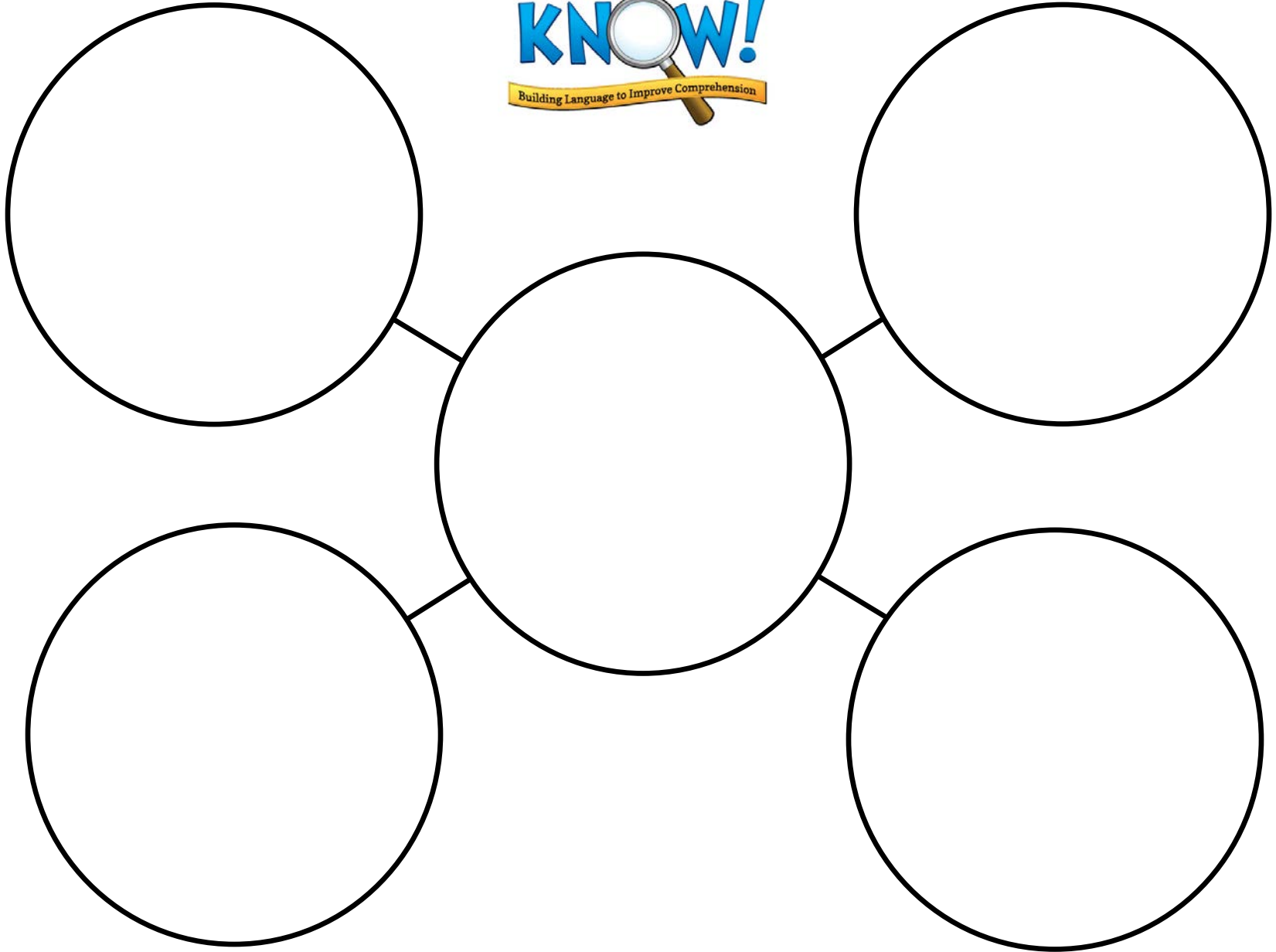
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# Unit Vocabulary

## 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

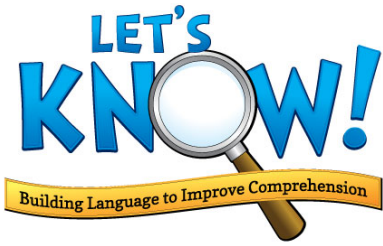
A space to park your  
boat or truck

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 6

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 7

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 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.

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 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.

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.